

50000  
1885/93

Boston University.

UNIVERSITY OF ILLINOIS

THE LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

PRESIDENT'S

15-

# ANNUAL REPORT

FOR THE YEAR 1885-<sup>93</sup>~~86~~.

BOSTON:  
UNIVERSITY OFFICES, 12 SOMERSET STREET.  
1888.

Learning and Labor.

LIBRARY

OF THE

University of Illinois.

CLASS.

BOOK.

VOLUME.

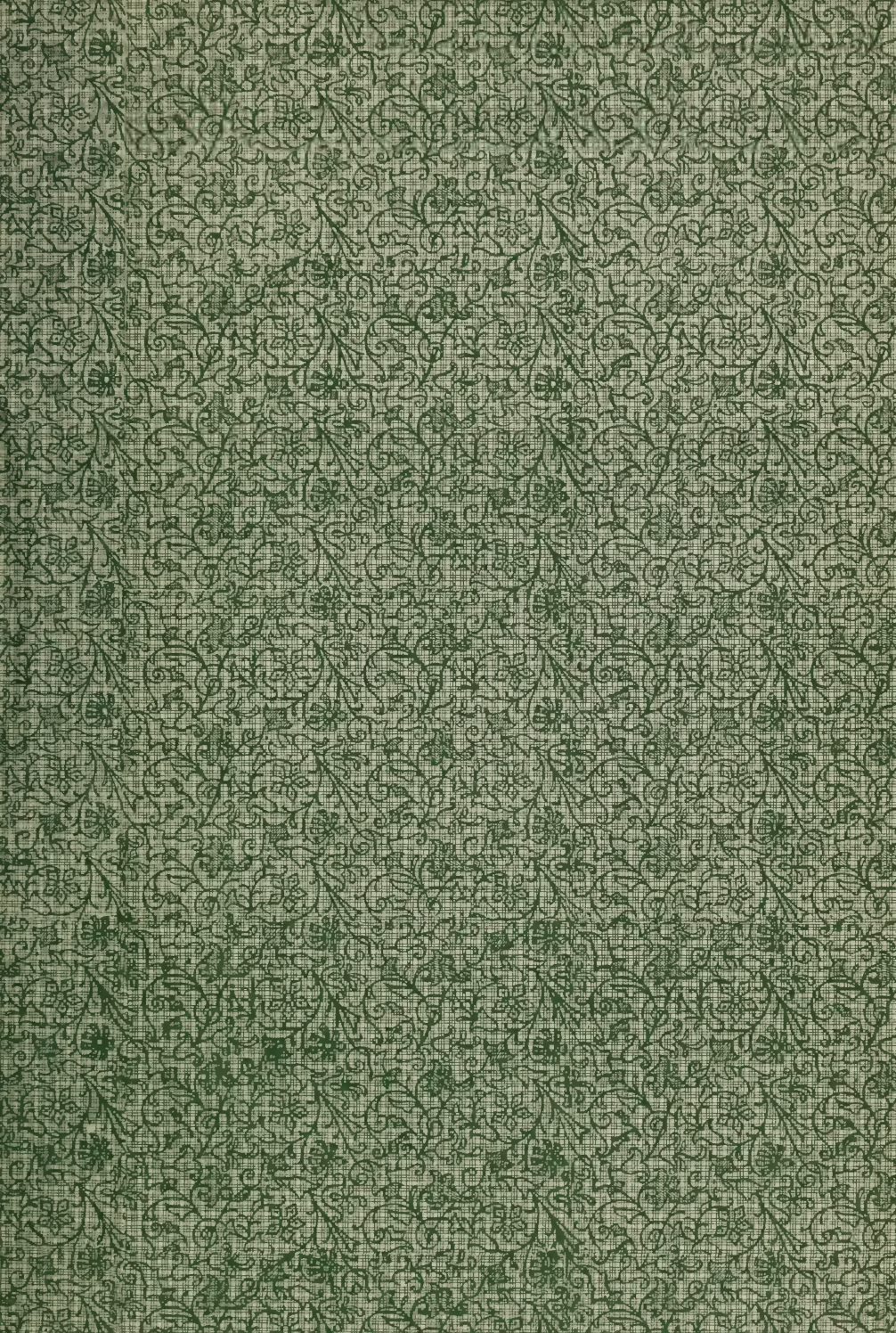
C

B65uC

1885-93

Accession No.















Boston University.

---

PRESIDENT'S

ANNUAL REPORT

FOR THE YEAR 1885-86.

---

BOSTON:  
UNIVERSITY OFFICES, 12 SOMERSET STREET.  
1888.



RAND AVERY COMPANY,  
ELECTROTYPERS AND PRINTERS,  
BOSTON.




# CONTENTS.

---

	PAGE
THE UNIVERSITY AND ITS FOREIGN RELATIONS . . . . .	5
THE UNIVERSITY AND RECENT EVENTS IN AMERICA . . . . .	17
THE UNIVERSITY CORPORATION . . . . .	28
THE UNIVERSITY COUNCIL . . . . .	29
THE UNIVERSITY SENATE . . . . .	29
THE UNIVERSITY CONVOCATION . . . . .	32
THE COLLEGE OF LIBERAL ARTS . . . . .	37
THE COLLEGE OF MUSIC . . . . .	44
THE COLLEGE OF AGRICULTURE . . . . .	45
THE SCHOOL OF THEOLOGY . . . . .	48
THE SCHOOL OF LAW . . . . .	55
THE SCHOOL OF MEDICINE . . . . .	60
THE SCHOOL OF ALL SCIENCES . . . . .	62
THE UNIVERSITY REGISTRATIONS . . . . .	64
THE UNIVERSITY PROMOTIONS . . . . .	65
THE UNIVERSITY FINANCES . . . . .	65
PRESENT NEEDS . . . . .	70
INDEX . . . . .	75

65405

P 5733



Digitized by the Internet Archive  
in 2012 with funding from  
University of Illinois Urbana-Champaign



## THIRTEENTH ANNUAL REPORT OF THE PRESIDENT OF BOSTON UNIVERSITY.

---

*To the Honorable and Reverend,  
The Trustees of Boston University :*

The President of the University has the honor to submit his Report for the year ending Sept. 15, 1886. It is scarcely necessary to state that it was due one year ago at this time, and that illness and absence from home have prevented its earlier presentation.

The writer's regret at the delay is somewhat though by no means entirely relieved by the fact, that in consequence of his unsought but generously accorded furlough in the Old World, he has once more had opportunity to survey the University from a distance, and to estimate afresh, and from a changed point of vision, the greatness of its destined influence and work. After such an experience, he is inclined for the time to deviate a little from the customary order of these Reports, and here at the outset, rather than in connection with the School of All Sciences, to speak of the University's

### FOREIGN INTERESTS.

During the year past the advantages in view of which our negotiations with the Royal University at Rome were instituted in 1874 have been greatly

augmented. In connection with the general Faculty of Letters and Philosophy the Italian government has established a new and, for the special purposes of American students, a most important department, to wit, one for higher instruction and training in Classical Archæology. The first appointments are as follows : —

Professor DOMENICO COMPARETTI, who is to give the courses in Greek Epigraphy.

Professor GIACOMO LIGNANA, who is to give the courses in Italic Epigraphy.

Professor GIUSEPPE TOMASETTI, for the courses in Latin Epigraphy.

Professor ADRIANO MILANI, for the instruction based upon “figured antiquities.”

Professor RODOLFO LANCIANI, for the instruction in the Topography of Ancient Rome.<sup>1</sup>

Already before the creation of this new *Sezione* the University presented a variety of courses of great value to American students preparing for professorships of Latin or Italian. Such in the past year were, for example, that of Professor Monaci on Neo-Latin Philology, that of Professor De Ruggiero on Archæology, that of Professor Cugnoni on Italian and

<sup>1</sup> The first of these *savants* is not otherwise connected with the University.

The second is a member of the Oriental Society of Leipsic, of the Imperial German Institute of Archæological Correspondence, of the Historical Society of Moscow, of the Academy Pontoniana of Naples, of the Commission for the Conservation of the Monuments of the City and Province of Rome, and Ordinary Professor of the Comparative History of the Classic and Sanscrit Languages. In the University formerly he was President of the Faculty of Letters and Philosophy.

Doctor Tomasetti is a Fellow of the Imperial German Archæological Institute, and is a high authority upon the history and topography of Rome in the



Latin Grammar and Lexicography, that of Professor Nannarelli on Italian Literature, that of Professor Occioni on Latin Literature, — not to speak of various other courses in history and comparative literature.

In Germany and France the advantages of post-graduate study in Rome and Athens are estimated at something like their true value. In both countries the government considers the fostering of such study a matter of national concern. Each government accordingly has founded in each of the two cities an institute or school of its own. Each government annually appropriates such sums of money as may be found necessary to maintain the institution, to support its officers and students, to carry on archæological and related investigations, and to publish and distribute their results. The young men selected by the State to enjoy this patronage are chosen with great care, and in later years often become eminent authorities in their respective departments. To their influence in and upon the universities and *gymnasias* and *lycées*, is chiefly due the exceptionally high state of classical learning in Germany and France.

The Corporation of Boston University was the first body in America to discern what similar opportunities

Middle Ages. His latest publication relates to a marble mosaic of Prince Colonna's, and is found in the newly established German organ of the Institute.

Professor Milani is one of the most learned and promising of the younger archæologists of Italy, well instructed in the results of German and French research.

Professor Lanciani was recently in Boston, and his able course of lectures before the Lowell Institute upon the topography of Rome as revealed by the latest explorations has not been forgotten. Besides holding high civil distinctions he is a Fellow of the Royal Academy of the *Lincei*.

and privileges at the ancient centres of Greek and Roman life could do for American scholarship, and to take practical measures for securing them. Though unable to found beyond the seas national schools with generous stipends for officers and students, it perceived that we could at least direct public attention to the advantages existing in those historic cities, and to the need of travelling fellowships to enable earnest and exceptionally qualified students to reach them. By direct negotiations with the authorities of the National University at Athens, and with those of the Royal University at Rome, we secured a reciprocally advantageous alliance by virtue of which we became entitled to represent those institutions annually to the American public, and to offer to the graduates of American colleges the opportunities named in the circulars of Our School of All Sciences. One of the conditions of this academic "reciprocity treaty" is that graduates of the Universities of Athens and Rome shall be entitled to attend without tuition-charges any of the lectures and instructions presented in Boston University. As early as in the second volume of the University Year Book, the indispensableness of foreign study to every candidate for the highest chairs in the classical and modern languages, in history, in archæology, and in art, was set forth at some length, and the successful consummation of our negotiations announced.

Of the alliance the Rector of the University of Athens, a year or two later, wrote : " We feel a deep and hearty satisfaction in the spiritual bond which unites the Universities of Boston and Athens, and

prize to their fullest extent the advantages which may arise from the connection, and accordingly wish to contribute in proportion to our ability to their preservation and enlargement, by communication and interchange of intellectual advances, and of yearly statements of events." Equally cordial and friendly were the terms in which the Rector of the University of Rome expressed the good-will and appreciation of his colleagues: "We desire that our relationships may become ever more and more intimate, and that we may be able mutually to assist each other in augmenting the intellectual forces of our respective countries."

Only a very few years after attention had thus annually been called to the importance of archæological and related studies on the very soil of ancient Greece and Italy, and partly in consequence of this call, a number of American Hellenists united in a movement looking to the establishment of an "American School of Classical Studies" in Athens. The American Institute of Archæology was organized, and under its auspices the project made gratifying progress. From an enterprise so exactly in the line of our own initiative and so full of promise to American scholarship, it was impossible to withhold our sympathy. To make direct appropriations was not in our power, but more than once representatives of the University united with other friends of the cause in calling the attention of the natural patrons of the higher learning to the urgency of this appeal, and in cordially commending the projected School to steady and generous support.<sup>1</sup>

<sup>1</sup> See *Twelfth Annual Report of Boston University*, pp. 51, 52. *Boston University Year Book*, Vol. XIII. p. 4.

Meantime, our American movements had not escaped the notice of university men in Great Britain. They also, in the interest of their countrymen, began to move for the establishment of a similar School in the capital of Greece. Controlling larger pecuniary means, and utilizing England's diplomatic influence with the Greek government, they made a more rapid progress. A desirable site for the new institution was donated by the Greek government, a fine building provided for, and a few months since the new "British School" was formally opened. Some reference to the beginnings of this undertaking was given in a former Report.<sup>1</sup>

Thus far it has been necessary to change the directorship of the struggling "American School" each year. No salary being attached to the office, it could be filled only by utilizing American professors of Greek visiting the country on furlough.<sup>2</sup> Under the directorship of a good friend to this University, Professor Van Benschoten of Wesleyan University, assurances were received from the Greek government that it would give the American School a free site as soon as its friends were prepared to erect a suitable building. The fall of the existing ministry soon after somewhat delayed the carrying-out of this promise, but at length the site was obtained, and on it a convenient building has just been completed. In it are provided a home for a more permanent director, lodgings for half a dozen students,

<sup>1</sup> *Fifth Annual Report of the President of Boston University*, Boston, 1879, p. 38. Compare *Eighth Annual Report*, pp. 43-45.

<sup>2</sup> The present season Professor Merriam, of Columbia College, is in charge.



rooms for lectures, library, archæological collections, etc. Henceforth, therefore, with her four foreign national schools of archæology, all working in eager and friendly co-operation with scholars of Greek nationality, Athens is to be one of the chief centres of the world, if not the chief centre, for studies of this character. Our own part, as a University, in bringing about this great result is but a humble one, but it is one which the institution will ever remember with gratification and with a degree of honorable pride.<sup>1</sup>

The next important movement in these highest ranges of educational work is almost certain to be one for the establishment of an American School in Rome similar to the one just domiciled in Athens. Next month it will be thirty years since the present writer began to give serious attention to the need and to the practicability of such an "annex" to the American system of agencies for improving the higher education. Every consideration which American professors of Greek have urged in these last years in favor of the creation of the School in Athens is only the counterpart of an equally strong reason for creating a like institution in the Eternal City. Indeed, if between the claims of the two there is any difference, it would seem to be in favor of the latter. Latin is far more widely taught than Greek, and most who study both give more years to the former than to the latter. Moreover, in law and literature, in art and religion,

<sup>1</sup> The British and American Schools are situated adjacent to each other, well up the southern slope of Lykabettos. Each has about an acre and a half of ground, parts of it well shaded. The corner-stone of the American building was laid the 12th of last March, with interesting ceremonies.

Rome seems to stand far nearer to our modern life than does the ancient metropolis of Greece. The ligatures which bind all parts of the civilized world to Rome are, and for centuries have been, more numerous, more vital and tenacious, than those which find their point of attachment at the sacred hill of Athênê. From all historic peoples youthful America has much to learn, but if in the near future our country is to become the dominant power of the Christian world, from what nation can she learn so much as from the one which in the providential government of mankind was called and empowered to wield, from Rome as a centre, through more than a thousand years, a like cosmopolitan hegemony?<sup>1</sup>

In the already mentioned Imperial German Institute of Archæological Correspondence at Rome, important changes have recently taken place. For more than thirty years it was so conducted as to secure the active and cordial co-operation of the most eminent native archæologists in all parts of Italy. Its membership and influence were international. Its periodical publications (the well-known *Bullettino* and the *Annali*) were in the Italian language. As a consequence, every German student selected to enjoy the advantages of the institution was virtually compelled, first of all, to master the language. This unlocked to him the immense archæological and historical treasures of Italy, and at the same time enabled him to confer freely with the people, both in the places of learned debate, and on exploring expeditions in out-of-the way portions of

<sup>1</sup> *Boston University Year Book*, Vol. II. pp. 18, 19, 110.

the country. It also placed him in position to keep abreast with the progress of archæological investigation in all parts of Italy after his return to his native land. All this is now to be changed. After February next the *Bullettino* and the *Annali* will cease to appear. The only official organ of the Institute will be a German one, issued in Germany. Great was the dissatisfaction of all parties upon the first announcement of this new development of Prince Bismarck's ideas. The chief executive officer of the Institute remonstrated and sent in his resignation. The eminent Ruggero Bonghi, in a public letter, deplored the blow given to so important an international interest, and called for the formation of a new *Istituto Archeologico Italiano* to take the place of the German. (*La Cultura*, Rome, Jan. 1-15, 1887.) Interested scholars in all parts of Italy and Germany shared in the common excitement.

About this time, though unaware of the changes which were impending in the German School and in its relations to the Italian archæologists, the present writer, then in England, addressed a communication to Doctor Galassi, Rector Magnificus of the Royal University, stating that he hoped soon to be in Rome, and requesting that, if convenient, he would ascertain from the government whether, in case it were proposed to found an American School of Archæology in Rome, any government aid or sympathy, similar to that extended by the Greek government to the English and American Schools at Athens, could be counted upon. This communication was kindly and promptly

laid before the Minister of Public Instruction, who, after consultation with his colleagues, expressed to the Rector a most generous and enlightened interest in the proposal, and a desire to assist in all suitable ways the friends of such an enterprise.<sup>1</sup> After arriving in Rome, during a stay of about six weeks, the undersigned had personal interviews upon the subject with Professor Helbig, First Secretary of the Imperial German Institute; Doctor Galassi, Rector of the University; Judge Stallo, American Minister to Italy; and others. All manifested a large-minded sympathy with the project, and — in view of the changes in the German Institute, and the feelings which those changes had called forth — thought the present a most auspicious juncture for the establishment of an American School of truly international scope and influence. The soon-after-ensuing death of the illustrious Premier, Depretis, and the changes which resulted therefrom, may possibly have created a less favorable present attitude on the part of the government, but of this there is no evidence. On the contrary, one can draw none but favorable auguries when one considers the vigor with which, since the deplored disablement and death of the late Prime Minister, the government has carried through and is carrying out the far-sighted legislation of last May respecting the Roman monu-

<sup>1</sup> The writer was courteously invited later to hold a personal conference with Mr. Coppino, the Minister Secretary of State for Public Instruction, at the time temporarily absent from Rome. Unfortunately, a serious illness of several weeks' duration protracted the Minister's absence until after the writer's final departure from the city.



ments and the Archæological Parks and Gardens devised for their protection.<sup>1</sup>

For a creditable and safe beginning of an American School of Archæology in Rome, not less than one hundred thousand dollars is required. Twice that sum would make it far more useful. Probably the best body to hold and administer the fund would be the American Institute of Archæology. In connection with this corporation there would probably be a wider co-operation of interested American scholars than under any other auspices, unless, indeed, a new and special Institute of American Latinists and Neo-Latinists were incorporated for this precise work. At the same time, if any generous giver should have other preferences, there are several of the stronger American Universities any one of which could be trusted to administer such a fund in a generous spirit, and in a manner every way helpful to American scholarship. Who is the American or Italian millionaire who will seize this unique opportunity to exchange a portion of his perishable treasures for the grateful remembrance of two great nations? The School is certain to be brought into being, but the enduring honor of its founding is not yet assigned.

Meantime the attention of the Trustees and friends of our own University is called to the need we have of a few travelling Fellowships, each yielding at least five hundred dollars a year. By means of such, one

<sup>1</sup> The telegram which was sent from Rome to the *Boston Advertiser* respecting the writer's negotiations was friendly, but unauthorized, and in one or two respects based upon incorrect information.

or more members of our School of All Sciences would every year be enabled to prosecute advanced studies in Athens or Rome, or Germany, and, returning, take the choicest vacant professorships in the various American colleges. In these positions their knowledge of the work of Boston University, and their grateful remembrance of what it had done for them, would make their influence of inestimable value to the institution, and to the cause of sound learning.

Before concluding these references to our foreign relations it is proper to state that the reputation of the University in the Old World is constantly increasing. In Europe there is probably no country from which correspondence is not received. In several of them, —and these the most enlightened, —we have been desired by native educators and others to conduct annual examinations with reference to degrees. We have even been asked to consider the practicability of taking into an affiliated relation one of the most effective colleges in India. A like request has been presented with respect to a college in London. As against the in-equities and the one-sidedness of disjoint education, our experience is regarded and cited in Belgium and Germany, no less than in Australia and New Zealand, as the weightiest on record. We have been desired to nominate incumbents for offices of far-reaching influence, some of not less than international importance. In view of these and similar facts, it is evident that every trustee of Boston University should study the problems of education upon

a world-wide scale, and endeavor to administer the institution in the light of world-wide interests.

#### RECENT EVENTS IN AMERICA.

In two previous Reports, reference has been made to the efforts of Mr. Adams and others to transform the educational ideals and methods of Harvard College, and to the bearing of these efforts upon other American colleges of liberal arts, including our own. While the tone of these references has been appropriately good-humored and hopeful, the seriousness of the question at issue has nowhere been stated with greater clearness or emphasis. Of this the closing sentences of the reference in the Report for the year 1883-84 afford sufficient proof.

The struggle in progress at that time in Cambridge is in progress still. It is not, and has at no time been, a contest between Harvard and any other or all other American classical colleges. Though the interests of all these are more or less seriously involved, it is primarily and properly an intestine contention, — a struggle between the Harvard of conservative progress and the Harvard of radical re-action. That among the populace the sympathizers with the latter party should show an overwhelming majority, and that whenever appealed to by the standard-bearers in popular magazines and newspapers they should respond in rousing plaudits, is only what, from the nature of the case, was to be expected. But when, fortified with a public sentiment thus created, and illustrating the quality of their own culture by opprobriously styling as many of their

colleagues as could not agree with them "fetich-worshippers," the party of radical re-action proposed so to modify the conditions of admission to Harvard College that candidates could hope to enter considerably younger than has of late been customary; and when they proposed so to modify the conditions on which the College should confer the degree of BACHELOR OF ARTS, that it would no longer of necessity mean as much of broadening culture as when conferred by the Massachusetts colleges for women, — no voices were more earnestly raised against these proposals than some of those which were heard in the ranks of the College's own governing boards. Had it been a struggle between the Harvard Bachelors of Arts and the Harvard Bachelors of Science, it would have been exceedingly short, sharp, and decisive. Unfortunately it was a dissension in the inmost camp. Greek met Greek. Hence the desperate tenacity of the struggle.

During this particular debate, which culminated in May, 1886, it was inevitable that the other New-England colleges, particularly those which for many years had been, with Harvard, fellow-constituents of the New-England Association of Colleges, should feel a lively interest in the issue. In their view, the historic prestige and the traditional leadership of the New-England colleges, considered with respect to the higher education of the nation, were in imminent peril. Should the Harvard standard for admission to college be modified in the manner proposed, it was perfectly evident that the maintenance of existing



standards in each of the associated colleges would be rendered much more difficult. In like manner it was plain that the surrender of the A.B. degree to miscellaneous uses at the oldest college of all would destroy its legitimate significance and value everywhere. They could not believe that any one member of the Association had a right, independently of the others, and without conference, radically to change the meaning of the chief degree conferred by all. But to protest publicly was to expose their motives to misconstruction, and to seem actuated by a spirit of which they knew themselves free. Besides, to appeal to the general public was to appeal to a party which had little comprehension of the interests involved, and still less power to protect them from the impending danger. One resource remained, to which no well-grounded objection could be made. As fellow-members of the Association of Colleges they could appeal in a private and friendly way to the fair-mindedness of the authorities at Harvard, and ask that time be taken to consult with the leading colleges of the country before taking a step so fraught with important consequences to the interests and rights of all. As was briefly stated in the last Annual Report, this was done. And, that no injustice may be done to any party, it will serve a useful purpose to give in this place the exact language of the paper which, signed by the Presidents of Yale College, Brown University, Dartmouth College, Williams College, Amherst College, Trinity College, Wesleyan University, and Boston University, was quietly and respectfully presented

to the Overseers of Harvard University. It was as follows : —

*To the Honorable and Reverend the Overseers of Harvard College :*

*Whereas*, It appears from the public prints that your honorable body is soon to be called upon to consider a proposition so to modify the conditions of admission to Harvard College, and of promotion to the degree of Bachelor of Arts therein, that this degree will no longer be evidence that its bearer has been instructed in both Latin and Greek ; and

*Whereas*, It is evident that the proposed change seriously concerns the bearers of this degree everywhere ; and

*Whereas*, It is our clear conviction that the introduction of such a change in the conditions and significance of the degree in your institution would injuriously affect every classical college in America, and the work which they are now able to do for the cause of a truly liberal education :

We therefore, the undersigned, representatives of the New-England College Association, in which, from the beginning, Harvard College has been an honored participant, and with which the Harvard College Faculty has lately co-operated in the securing of more uniform requirements for admission to all our colleges, do hereby earnestly and respectfully request your honorable body not to approve of the proposed changes until after procuring a formal expression of opinion upon the subject from the leading colleges of the United States.

As true friends of the venerable and flourishing institution of which you have the oversight, and as in some measure jointly responsible with yourselves for the educational standards and work and reputation of our country, we venture to present this respectful request, and to hope that it will be received as evidence that in the fellowship of a common aim we are

Most sincerely yours,

[The signatures.]

To this respectful and proper request the Overseers of Harvard University neither privately nor publicly made any reply. They not only denied it, but also, according to what seems to be trustworthy information, denied it without waiting to receive from

their own committee of reference any report or recommendation respecting it. In such unseemly and amusing and timid haste was the project of the radical re-actionists, after a three years' struggle in the other boards, forced through its final stage to the famous victory of May, 1886.

Under all the circumstances, it is surely not surprising that from Yale University a statement like the following reached the public eye: "We should naturally look for counsels of conservatism to our oldest and wealthiest university, surrounded as it is by a community which is sensitive to many of the noblest and best traditions of generations of cultivated men. We confess our disappointment at both the matter and form of its breach with its own honored past, and with its associates of the present generation."<sup>1</sup>

The champions of conservative progress in Harvard have suffered a discouraging defeat, but they are by no means altogether disheartened. Temporarily almost all sorts of doors for admission to the College have been opened; temporarily the peculiar value of the chief degree of the College has been destroyed; temporarily the A.B. diploma of as young a college as Wellesley is evidence of a broader and more symmetrical education than is the same diploma from Harvard College: still all is not lost. Much remains to be defended, much to be championed,—especially if, as sagacious observers now fear, the lately victorious party should soon rally to a fresh attack, and, despite

<sup>1</sup> Greek and the Bachelor's Degree. *The New Englander*, Vol. VIII., p. 434.

the entreaties of conservative colleagues, *attempt to reduce the undergraduate course of the College from four years to three*, correspondingly cheapening the already discredited A. B. degree, and further impairing the already doubtful training to which that degree is supposed to certify. In any such struggle, — should it come, — the loyal guardians and defenders of the older and better traditions of the College may safely count upon the warm support of all enlightened and judicious friends of higher education, and of all enlightened and judicious friends of Harvard University.<sup>1</sup>

The present duty of the leading American colleges in respect to liberal education — as in respect also to scientific and technical — is to hold fast all that has been gained, ever looking and striving for still greater perfection. The loss of Harvard's help in maintaining in colleges of liberal arts the standards which she her-

<sup>1</sup> In a careful and candid review of the Annual Report of Harvard College for the year 1884-1885, Professor Andrew F. West, of Princeton College, presents a number of startling facts illustrative of the working of the new measures at Harvard, all of them based upon data contained in the report itself and in its supplements. He concludes as follows: "It may well be doubted whether this generation has seen a more startling proof of the disintegration of discipline in studies than this report yields. Despite much high work done by the better students, the movement at Cambridge is unmistakable. It has already destroyed much, and is creating nothing to replace what has been lost."

On the changed significance of the A.B. degree at Harvard he says: —

"It does not mean, nor does it include as a part of its meaning, what it has always meant heretofore, and that is, the completion of a common course of disciplinary study. It does not, then, mean what the old college degree did; and to transfer it, with whatever prestige the old degree gave, to label all sorts of attainment, is academic misrepresentation. If the 'comprehensive significance' of the degree at Harvard needs the prestige of the old title to give it presumptive acceptance, then the reason for its transference is intelligible, but it is unique in educational history. If it does not need this, it is unfair to obscure a hitherto well-understood degree by destroying its old meaning. Let every thing



self contributed so much to establish, is to all serious. But it is in all probability only a temporary loss. This strange aberration of the immediate past must soon exhaust itself, producing by its own undesirable effects the means of self-correction. If not,—if the oldest of American colleges shall deliberately and permanently prefer her new *rôle* as leader of the popularized literary and scientific and technical institutions of the country, she will not thereby cease to be useful in her place, or cease to enjoy the good wishes of her former associates. Possibly the type of education which those institutions foster may be more strengthened by her accession than the higher type may be weakened by her desertion of her former policy. In that case the compensation would go far toward reconciling all broad-minded educators to her change of function. Meantime, if the late victors

be labelled for what it is; and where it has meant one distinct thing for ages, let a new degree label the new education, so that it may come out from under cover of the old title for inspection. It is impossible, without specific information, to know in any given instance, whether the student has taken the old disciplinary studies or not, whether he is apt to be a narrow specialist or not, whether he knows any thing of any given important study later than his school-training and fragments of freshman work, or whether he has spent his effort in dilettante accomplishments. And, since attendance on class exercises has been voluntary, in no instance can we be sure, in advance, that the student has actually attended the exercises in the studies he has chosen. Add to this the admission of President Eliot, that 'no two individuals have trodden the same path' in their elective courses, and almost the only thing of which we are sure, inside the vast boundaries which make the degree so 'comprehensive,' and so elusive in meaning at Harvard, is, that in any given instance, previous to special examination, we do not know what it does mean, and we do know several important things which it does not mean. One more and last thing we know is, that in every new instance it means something else than it did before." — *The Independent*, New York, May 6 and May 13, 1886.

succeed in making their conquest a permanent one, other institutions cherishing broader and better-balanced ideals of a liberal education, and maintaining more serious and effective methods of training, will quickly take the place abandoned by their long-time leader. In this country where millions of money are sometimes given to a university in a day, and where many of the broadest and best young scholars of the world are impatiently seeking opportunities to lift the standards of liberal education to ever higher levels, the outlook for liberal learning is by no means disheartening. It is true, — humiliatingly true, — that a majority of the present governors of the oldest and richest of New England's colleges has for the time surrendered the institution to a policy outlined for it by a gentleman who in his argument against the study of ancient literatures publicly confessed that he could not recognize all the letters of the Greek alphabet, and in his argument for the superiority of modern literatures publicly complained that his knowledge of French and German was insufficient for the narrow needs of a student of the railroading *Fach*. But though all the colleges of New England were to surrender themselves to leaders of like competency, the rich and vigorous universities of the younger West would instantly and eagerly seize upon the favoring moment, and, without neglecting the lower and more industrial forms of education which properly lead to scientific and technical degrees, would catch up and bear onward the falling banner of the higher education, and win those honors of intellectual leadership

which once were the glory and the fame of New-England educators.<sup>1</sup>

### DUTIES OF THE HOUR.

In view of the present situation, the duties of Boston University are as obvious as they are important. Some of them are the following:—

First, The duty of continuing to contribute to the public from year to year exact information respecting the current perils and mishaps of the higher education.

Second, The duty of holding more firmly and intelligently than ever to the formative and governing ideas embodied in the very organization of this University, particularly to the “first” and “third” of those enumerated and expounded in the first volume of the “University Year Book,” and in the eleventh of the Annual Reports.

Third, The duty of continuing to have more regard for the quality than for the quantity of her own educational product.

Fourth, The duty of co-operating with as many of the American colleges as possible in still firmly maintaining the just and highly necessary distinction between the degree of BACHELOR OF ARTS and the

<sup>1</sup> An *apologia* for the recent surrenders at Harvard, the ablest yet attempted, may be found in Professor Palmer's New Education. Unfortunately, in his excessive zeal for the individualistic element in education, he forgets to consider what the colleges owe to each other, and especially what all owe to society and to that *civiltà cristiana* from which and in which and for which they all live and move and have their being. Excellent replies were made by Professor Ladd of Yale (Andover Review, January, 1886), Professor Howison of California (*ditto*, June, 1886), Professor Denison of Williams College (*ditto*, June, 1886), and many others.

various degrees which mark proficiency in natural sciences or in the various forms of industrial and professional education.

Fifth, The duty of continuing to foster friendly relations between the New-England colleges, and especially of endeavoring to set a good example in all matters pertaining to intercollegiate comity.

Sixth, The duty of rebuking that current Philistinism of the press and of the market-place, which ascribes the new departure at Cambridge entirely to ambition, and imagines all criticisms upon it to spring from jealousy and fear.

Seventh, The duty of assuring the perplexed and embarrassed managers of secondary schools that the confusion brought into their work by the present isolation of Harvard College is something for which her sister institutions are in no wise responsible.

Eighth, The duty of continuing to stand up for the just rights and interests of young men. This needs but a word of explanation. The famous Phi Beta Kappa orator of 1883 pronounced the instruction provided for American young women superior in thoroughness to that provided for the young men. But in the best American colleges for women the candidate for graduation is required to receive this more thorough instruction in a greater number of literatures and arts and sciences than is the candidate at Harvard, and is in the end honored with an A.B. degree of correspondingly greater weight and desirableness. The longer this state of things continues, and the more the example of Harvard is followed in the other

male colleges, — particularly the less well equipped, — the more marked must become the resulting inferiority of educated young men as compared with educated young women. Against such a wrong to young men, and such a consequent injury to the best interests of society, a university practising the fairness and the equities of co-education cannot raise too emphatic a protest.

Ninth, The duty of summoning all friends of the higher education to join in resisting, in its very inception, any and every movement, however speciously advocated, looking to the abbreviation of the A.B. course from four years to three. To all present appearance, *the next great battle in defence of the higher education will have to be fought at this precise point.* The sooner the colleges understand this, the better. And the more closely the friends of liberal education inspect the origin and antecedents and implications of every proposed discussion, whether ostensibly of methods of reducing the average age of professional students, or of means calculated to lighten the cost of collegiate education, or of measures conducive to the fuller development of post-graduate courses, — the less will be the danger of being conducted to the main issue by plausible methods of indirection, and the less the danger of being betrayed into statements which can afterward be used as injurious and damaging concessions.

Tenth and finally, The duty of continuing to represent the best aspirations of American scholarship, whatever any other or all other educational institu-



tions may do. More than once has Boston University shown that she could stand alone until others were ready to advance to the standard she set for herself. The introduction in America of a three-years' graded course in law was due to her initiative. No other American university has steadily conditioned the baccalaureate degree in theology upon a previous degree in arts. No other has protected the dignity of the degree of Doctor of Philosophy by requiring of every candidate for it an examination in the history of philosophy. She was the first to introduce four-years' courses in medicine, and to begin the rehabilitation of the doctorate in medicine by the restoration of the almost forgotten medical and surgical baccalaureate degrees. It may yet devolve upon her to do as much for the defence and improvement of liberal education as she has already done for the defence and improvement of the professional. In any case, her duty in the immediate future will become the more indubitable, the less the older colleges shall discern and accept their own.

#### THE CORPORATION.

At the annual meeting in January, 1886, the following, all of them members of the out-going class, were unanimously re-elected for a period of five years: to wit, Hon. Joseph H. Chadwick, Mrs. Mary B. Claflin, Hon. Henry O. Houghton, Bradford K. Peirce, S.T.D., and Daniel Steele, S.T.D.

As second representative of the Convocation, the Board elected Charles Steere, Esq., a Master of Arts

of Brown University, and a Bachelor of Laws of Boston University. As by the statutes the term for which such representatives are elected is five years, he was assigned to the class above named,—the class whose term expires in 1891.

The officers of the Corporation were all unanimously re-elected, and continued their service.

Owing to the distance of his residence from Boston, the Rev. James R. Day, S.T.D., of New York, sent in his resignation, which on the 11th of February, 1886, with appreciative references to his services, was accepted.

#### THE UNIVERSITY COUNCIL.

In the *personnel* of this body no change occurred.

Under the editorship of the Council the thirteenth volume of the University Year Book was issued at the usual time. In it the absurdity of committing the teaching of political economy to partisans of any kind was exposed, the endowment of the American School in Athens advocated, and the establishment of a Museum of Religions in Boston suggested. The main dissertation, entitled "All Roads lead to Thule," discussed ancient Keltic and Mexican ideas touching the Terrestrial Paradise and other points of mythical geography.

#### THE UNIVERSITY SENATE.

The membership of this body was four more than the preceding year; namely, forty-three. With them were associated sixty-seven other officers in the different departments, making the whole number of officers

of instruction and government one hundred and ten.

In this general staff of instruction two vacancies were created by death.

Giovanni Battista Torricelli, Master of Arts and *Juris utriusque Doctor*, was in the sixty-seventh year of his age. He was born in Genoa, Italy, of an ancient and honorable family, coming from the same stock with Evangelista Torricelli, the illustrious scientist who succeeded Galileo in his professorship, and gave the barometer to the world. It is pleasant to know that in the University of Rome, in the person of Giacomo Torricelli, mathematician and engineer, the same family is to-day still worthily represented, and in the line of its early tastes.

As a student, as a Roman priest, as a voluntarily penniless monk of the Franciscan order, as a rising preacher, as an irrepressible representative of "Young Italy," as a rebel to ecclesiastical authority, as a refugee beyond the Atlantic, as a husband and *padre* in a new sense, as a teacher in a New-England college resigning because he could not subscribe to the articles of faith required, as a missionary to his poor countrymen in Boston with support from the Unitarian churches, as a teacher of private and other classes, as a student of many tongues and literatures, our friend had a wealth of experiences upon which a biographer might well delight to draw. His decease occurred Dec. 21, 1885. In the "Christian Register" of Jan. 7, 1886, in a brief biographical sketch, the Rev. Mr. Foote of King's Chapel correctly describes him as

“a most gracious and winning person.” In *L'Echo d'Italia*, New York, Jan. 6, Signor M. E. Imovilli speaks of him as of engaging appearance, of noble manners, and thoroughly learned.<sup>1</sup> He was one of the few American scholars acquainted with the Persian language. Comparative philology and comparative theology were his favorite studies. His first connection with the University was as teacher of Spanish in the School of Theology. This was in the first year in the life of the school as a department of the University. In 1875 he was also appointed instructor in Italian and Spanish in the College of Liberal Arts, the first to occupy this chair. He had thus been identified with the University from the beginning of its work, and it is a mournful pleasure to commemorate in this place his gentleness of spirit and his excellences as a teacher.

The second loss befell the School of Law. With a suddenness almost stunning to his colleagues, a most brilliant and promising young professor passed from the sphere of earthly employment, leaving a vacancy not easy to fill. He was a graduate of Harvard College, class of 1876, and of Boston University School of Law, class of 1878. He was buried with academic

<sup>1</sup> Di simpatica apparenza, di nobili modi, istrutissimo. . . . Vecchio di 67 anni insegnava ancora la lingua italiana alla Boston University, ove la sua dipartita è rimpianta, e da insegnanti, e da allievi, che lo avevano più che un amico, più che un precettore — un fratello per le sue qualità morali e per la sua alta intelligenza. . . . Presso gli americani il Torricelli godeva di una stima e di una simpatia invidiabile; ne è prova la grande dimostrazione fattagli in occasione de' suoi funerali, quando un numero infinito di carrozze accompagnò la salma all'eterno riposo. . . . Egli lascia piangenti un figlio e una figlia, e rattristati un numero immenso di amici e di ammiratori del suo buon animo e del suo sapere.

honors, and the Corporation of the University entered upon their records the following minute: —

*Resolved*, That in the sudden and mysterious end of the earthly life of John Elliott Wetherbee, of the School of Law, the University has lost an esteemed alumnus and an instructor of rare efficiency and promise.

Unequivocal evidence of our high appreciation of his character is found in the fact that at our monthly meeting in November he was unanimously promoted to the rank of a professor.

We cordially unite with all who knew and loved him in faithfully cherishing his memory.

#### THE UNIVERSITY CONVOCATION.

At the third annual meeting of the Convocation, the following officers were unanimously chosen: to wit, the Rev. Stephen L. Baldwin, S. T. D., First Vice-President; Charles T. Gallagher, LL. B., Second Vice-President; Sarah E. Sherman, M.D., Third Vice-President; Orrison S. Marden, Ph.D., M.D., LL.B., Fourth Vice-President; and Rev. John H. Emerson, A.M., S.T.B., Secretary and Treasurer.

The result of the ballot for Trustee candidates to be proposed to the Trustees of the University was as follows: Theological, Rev. J. W. Bashford, Ph.D., S.T.B.; legal, M. O. Adams, LL.B.; medical, Charles Leeds, M.D.; liberal arts, Rev. J. D. Pickles, Ph.D., S.T.B.

To insure the preservation of certain facts embodied in the President's opening address on "Convocation Day," he has been requested to cause it to be printed in this place. The following extracts, however, constitute the only portions whose repro-



duction seems called for by the purpose of the request:—

On the day following our last meeting, one hundred and twenty-two candidates were publicly admitted to full membership in our body. Counting these, the whole number of promotions thus far is eighteen hundred and sixty-six. In a few cases the same person has been admitted to more than one degree; but making allowance for these, and also for the few who have been called away by death, the present living membership of the Convocation is more than eighteen hundred. How widely they are scattered, and how important and varied their positions in the world, will appear more fully from the reports soon to be given by the secretaries of the different Alumni Associations.

To-morrow, Providence permitting, another annual accession will be made to our ranks. The candidates of the year number one hundred and twenty-three. A few are present in this meeting to learn something of the good fellowship of the body with which they are to be united. To-morrow, however, in Tremont Temple, you will have opportunity to see their different classes in full force, to listen to their representative speakers, and to witness the academic rites connected with their promotion to degrees and to membership in this body. In their honor the Trustees give a reception in this building in the evening. This is also intended to give you, as older graduates, opportunity to make the acquaintance of the new members, and it is hoped that you will promptly provide yourselves with the free tickets which await your call at the office of the Registrar.

Last year one or two former graduates of the School of All Sciences expressed a desire to see the Statutes of the Convocation so modified as to place the graduates of that School upon the same footing as the four larger bodies which now make the nominations for representative Trustees of the University, and Vice-Presidents of the Convocation. To this I see no valid objection. An early co-operation of these graduates was contemplated from the beginning. It would have been provided for in the draughting of the present statutes, had not at that time the number of Masters and Doctors graduated in the School been very small. They had moreover no alumni association through whose secretary the necessary voting-correspondence could be carried on. At present the number of graduates has risen to fifty,—all of course of advanced scholarship,—and their representation seems every way proper, provided the number of the persons interested in the change is sufficient to make the annual

vote a real indication of the judgment of the majority. To indicate my own readiness to see the modification brought about, I will add, that whenever a majority of the fifty graduates of the School of All Sciences will organize an appropriate association, and signify their desire for the proposed representation, I will with great pleasure recommend it to the Trustees and use my best endeavors to bring it about.

As to the general interests of the University you will expect me to say a word, even though nothing startling can be announced. It has been a good year. Our officers of instruction and government now number one hundred and ten, our students seven hundred and ten. From the beginning of the present decade the growth of our student-body has been remarkably steady and healthful. The following are the totals year by year since 1880-1881, namely: 505, 555, 602, 614, 620, 710.

During the past year no overwhelming pecuniary gifts have come to the treasury of the institution; still the Trustees have had the pleasure of acknowledging a few very agreeable tokens of public interest. From the estate of the late Mrs. Fenno Tudor, whose pleasant home on the corner of Beacon and Joy Streets was well known to some of you, the University has received two bequests; one of \$500 for the assistance of needy young women in the School of Medicine, and one of \$2,500 for the general uses of the University. Unfortunately, these sums were, in each case, only one-half of the amounts named in the will, all the charitable and public gifts of the testatrix having been reduced to one-half in consequence of a certain mysterious process of conference between opposing legal counsel, the methods of which are no doubt well understood by the legal members of your own body.

In the College of Liberal Arts a new free scholarship was founded, the sixty-eighth in that department. It is called the "Woodvine Scholarship" in honor of D. G. Woodvine, M.D., of Boston, who generously gave \$2,000 for its endowment.

From another benefactor, whose name has been withheld from all persons except the Treasurer, another gift has been received, and a most welcome one. It is intended to serve as the nucleus of a special endowment for the College of Liberal Arts. The gift is \$10,000.

Such benefactions are exceedingly encouraging, but I want to add that to my mind and heart no great gift ever yet received by the University is more sacred — if quite as sacred — as a little check of \$5, which I receive once a quarter from one of the most hard-working and poorly paid of your own number, a minister resident in one of the Middle States. If all our friends would give as for some years he has given, our University would lack for nothing.

At present the Trustees well know what it is to suffer lack. To provide for the repairs and improvements of last summer in the School of Medicine, its Faculty have had this year to make heroic sacrifices. In no department can the Trustees pay the professors and instructors what the demands of a city residence exigently require. The year to come the resources of the treasury will be specially taxed to meet the expenses incident to the purchase, fitting up, and running of the new hall for the School of Theology. Many of you will avail yourselves of the opportunity to be afforded to-morrow morning to inspect this fine new property on Mount Vernon Street, and I trust the inspection will inspire each to do something helpful toward the worthy equipment and adornment of his own particular department of the University. By the right word, at the right time, to the right man or woman, even the poorest in this world's goods can often give direction to gifts amounting to thousands or hundreds of thousands of dollars.

In conclusion, allow me to congratulate you upon the multiplying indications of literary and scientific fruitfulness on the part of many members of the Convocation. Unfortunately I have no means of knowing the full extent of this productiveness, but not to know some of its fruits would argue myself discredibly ignorant. Just now the public is enjoying the reading of an unusually able and fair-minded historico-scientific review of the Darwinistic discussion, entitled "Evolution of To-Day." H. W. Conn, Ph.D., the author of the work, is a youthful member of this Convocation, having been admitted to the degree of Bachelor of Arts as recently as 1881, and to the degree of Master of Arts in 1882. The ablest theological reviews in their current issues are paying high and deserved honor to Professor Henry C. Sheldon's two-volumed work on "The History of Christian Doctrine." Its author is one of our own Bachelors of Sacred Theology, class of '71. A lately issued American volume gives, in beautiful English, original metrical versions of the famous Italian "Sonnets of Michael Angelo." To a number of them, as indication of the authorship of the translation, there are appended the two modest initials "E. C." The same, being interpreted, signify Miss Eva Channing of the College of Liberal Arts, class of '77. From the same pen the scholarly public has previously welcomed an excellent translation of Professor Delbrück's "Introduction to Comparative Philology." The most successful of recent text-books for the study of the Hebrew is undoubtedly Dr. H. G. Mitchell's "Hebrew Lessons," and Professor Mitchell, now in the service of the University, is an alumnus, class of '76. One of the most valued *colaborateurs* upon the Boston review which bears the name "Education

is Miss Marion Talbot, of the class of '80, College of Liberal Arts. Critics of various Church affiliations speak in high terms of a late work entitled "Hymn Studies." It is from the pen of Rev. C. S. Nutter, Class of '71, School of Theology. In the Peabody Museum of Ethnology at Cambridge, Miss Cordelia A. Studley, M.D., has accomplished scientific work which has found appreciative mention in European periodicals. She is a graduate of our School of Medicine, class of '76.<sup>1</sup>

Several of our Law School classes can already show more than one author of recognized worth. Thus the class of '75 presents us with at least two : Mr. John M. Gould, author of a standard treatise on "The Law of Waters," and Mr. George F. Tucker, author of a useful manual on "The Law of Wills." In the class of '76 may be noticed Mr. Edmund P. Dole, who has now passing through the press a book entitled "Talks about Law," and Mr. William V. Kellen, who has published a very acceptable "Index-Digest to the Massachusetts Decisions from the Beginning to the Present Time." Of the class of '78 Mr. George W. McConnell has written a valuable treatise on the "Law of Trustee Process ;" Mr. George R. Swasey has edited "Benjamin on Sales ;" and Mr. Francis L. Wellman, in the "American Law Review," has published an article on "Legal Education" which has attracted wide attention. The class of '79 is represented by Mr. Wayland E. Benjamin, who has brought out a highly esteemed edition of "Chalmers on Bills and Notes." For '80 Mr. Eugene L. Buffinton may answer, he having prepared and printed the first volume of the "Boston University Reports," and being now at work upon the second. Not to be behind her brothers in authorship, Miss Robinson, of the class of '81, is carrying through the press an octavo of six hundred pages, entitled "Law made Easy : A Book for the People." Even a student who was a member of the School as late as three years ago, Mr. Elisha Greenhood, has just brought out a large volume treating of "The Law of Contracts-against-Public-Policy." Evidently our School of Law is training writers as well as pleaders.

Time would fail me, were I to allude ever so briefly to the literary work of the older men ; such as, for example, the Rev. S. L. Bowman, S.T.D., at present Dean of the School of Theology of De Pauw University, class of '51 ; the late Professor F. D. Hemenway, S.T.D., class of '53 ; the Rev. Elon Foster, S.T.D., class of '55 ; the Rev. B. F. DaCosta, S.T.D., class of '56 ; Professor A. L. Long, S.T.D., of Constantinople, class of '57 ; the Rev. S. L. Baldwin, S.T.D., the China missionary, class of '58 ; the Rev. E. W. Parker, S.T.D., the India missionary, class of '59. Even such younger theological graduates as

<sup>1</sup> Deceased, Dec. 3, 1887.



James Mudge of '70, J. W. Hamilton of '71, W. F. Crafts of '72, Drees and Ferguson of '74, Craver and Siberts of '75, have all made important contributions to the future bibliography of the University, several of them in languages other than their own. To one and all let us pay the honor ever due to work well done.

### THE COLLEGES.

The properly undergraduate work of the University is at present organized in three colleges; to wit, that of Liberal Arts, that of Music, and that of Agriculture (the place of the latter being supplied by the Massachusetts College of Agriculture). As usual they will here be reviewed in the order named.

#### THE COLLEGE OF LIBERAL ARTS.

Some timely thoughts respecting the position and present duties of American Colleges of Liberal Arts have been given in the earlier pages of this report.

The number of students in this department was one hundred and sixty-four. Their classification was as follows:—

	Men.	Women.	Total.
Graduate students . . . . .	15	—	15
Seniors . . . . .	6	16	22
Juniors . . . . .	9	23	32
Sophomores . . . . .	12	18	30
Freshmen . . . . .	14	21	35
Special students . . . . .	12	18	30
	<hr/> 68	<hr/> 66	<hr/> 164

In the corps of instructors four changes were made. Owing to the ill health of Professor Nichols, the instruction in chemistry was intrusted to Howard V. Frost,



S.B. ; Lindsay Swift, A.B., was appointed instructor in Anglo-Saxon for one year ; and George H. Fall, LL.B., made lecturer on Roman Law for the same period. The fourth change was the substitution of Dr. Carlo Veneziani for the lamented Dr. Torricelli, as instructor in Italian and Spanish.

The fitting-up of a new biological laboratory for the use of the College classes, in the building of the Boston Society of Natural History, afforded to both instructors and students in this department a very gratifying enlargement. The interest in this line of instruction is steadily increasing, as also the number of students electing it.

Early in the year a change was made in the system of adjudging and registering the results of examinations. In place of the numerical percentages before in use, the plan adopted by the Faculty is to distinguish classes only, designating them according to merit by the letters *e*, *g*, *f*, *p*, and *d* ; the letters indicating that they are excellent, good, fair, poor, or deficient. Papers which, under the old system, would have received a mark of 90 or more, are now marked *e* ; those deserving a mark between 75 and 90, *g* ; those between 60 and 75, *f* ; those below 60, yet in view of the known merit of daily recitations admitted as passing the candidate, *p* ; others, not accepted, *d*. This change was made in the College, in the School of Theology, and in the School of All Sciences, before it was known that a similar change was being decided upon in one of our neighboring colleges.

The following account of the work of the College is

extracted from the annual report of the Dean, Rev. William E. Huntington, Ph.D. : —

THE INSTRUCTION FOR THE YEAR WAS AS FOLLOWS : —

FRESHMAN CLASS. *First Term.* — Greek, with Professor Buck, five hours a week. Xenophon's *Memorabilia*. Greek Prose written during the year.

Latin, with Professor Lindsay, five hours a week. Livy, Book I. Lectures on the Life and Works of Livy. Latin Prose Composition.

Mathematics, with Professor Coit, four hours a week. Wentworth's Geometry.

*Second Term.* — Greek, with Professor Buck, five hours a week. Phæacians of Homer.

Latin, with Professor Lindsay, four hours a week. Satires of Horace. Latin Prose Composition. Lectures on the Life and Works of Horace.

Mathematics, with Professor Coit, five hours a week. Greenleaf's Higher Algebra.

*Third Term.* — German, with Professor Lindsay, five hours a week. Whitney's Grammar and Reader.

Greek, with Professor Buck, two hours a week. Herodotus.

Latin, with Professor Lindsay, three hours a week. Odes of Horace.

Mathematics, with Professor Coit, three hours a week.

Plane Trigonometry, with practical field problems.

Professor Lindsay lectured on Latin Grammar once a week throughout the year.

Declamations, with Professor Dorchester, one hour a week, second term.

Elocution, with Professor Curry, one hour a week, first and third terms.

History, with the Dean, one hour a week, fall and spring terms; twice a week, winter term. Smith's Greece. Greene's English People. Lectures.

SOPHOMORE CLASS. *First Term.* — Greek, with Professor Buck, three hours a week. Philippias of Demosthenes.

Latin, with Professor Lindsay, two hours a week. Horace; selections from the Satires and Epistles.

Rhetoric, with Professor Dorchester, three hours a week. De Mille and Lectures.

French, with Mr. Cyr, two hours a week. Marianne, George Sand.

German, with Professor Buck, two hours a week. Lessing's Minna von Barnhelm.

Mathematics, with Professor Coit, two hours a week. Spherical Trigonometry, with practical applications.

Rhetorical Exercises, with Professor Dorchester, one hour a week.

History, with the Dean, two hours a week. Ihne's Early Rome.

*Second Term.*—English Literature, with Professor Dorchester, two hours a week. Shaw revised, and lectures.

Physics, with Professor Cross, at the Institute of Technology, five hours a week. Lectures and laboratory work.

French, elected by seventeen, and by six special students, with Mr. Cyr, two hours a week.

German, elected by twenty-eight, and by five special students, with Professor Buck, two hours a week. Lessing, and Freitag's Journalisten.

Greek, elected by twenty-four with Professor Buck, two hours a week. The *Œdipus Rex* of Sophocles.

Latin, elected by twenty-three, and by one special student, two hours a week. Selections from Juvenal.

History, elected by eighteen, and by eight special students, with the Dean, two hours a week. Häusser's Reformation and Lectures.

Mathematics, elected by ten, with Professor Coit. Analytical Geometry two hours a week. Bowser.

Elocution, with Professor Curry, one hour a week.

*Third Term.*—English Literature, with Professor Dorchester, two hours a week. Shaw revised, and lectures.

Physics, with Professor Cross, at the Institute of Technology, five hours a week. Lectures and laboratory work.

French, elected by seventeen, with Mr. Cyr, two hours a week. *Athalie*, Racine; *La Joie fait Peur*, Mme. Girardin.

German, elected by twenty-five, and by two special students, with Professor Buck, two hours a week. Grimm's *Märchen* and English-German Exercises.

Greek, elected by twenty-two, with Professor Buck, two hours a week. *Œdipus* finished.

History, elected by sixteen, and by two special students, with the Dean, two hours a week. Häusser's Reformation. Topical study and lectures.

Latin, elected by twenty-two, and by two special students, with Professor Lindsay, two hours a week. Tacitus.

Essays, with Professor Dorchester, one hour a week.

Mathematics, elected by ten, with Professor Coit, two hours a week.

Analytical Geometry.

Botany, elected by fifteen, with Mr. Van Vleck, two hours a week.

JUNIOR CLASS. *First Term.* — Psychology, with Professor Bowne, five hours a week. Lectures.

Biology, elected by twenty-six, with Professor Hyatt and Mr. Van Vleck, at Society of Natural History Rooms, four hours a week. Lectures and laboratory work.

Mathematics, elected by seven, with Professor Coit, two hours a week. Calculus.

English Literature, elected by thirty, with Professor Dorchester, two hours a week. Lectures in connection with the study of Shakspeare.

French, elected by nine, with Mr. Cyr, two hours a week. *PyloDET*; *Molière*.

German, elected by twenty-three, and by two special students, with Professor Buck, two hours a week. Translation of "*She Stoops to Conquer*," and of German prose plays.

Greek, elected by eleven, with Professor Buck, two hours a week. *The Clouds*, *Aristophanes*.

Italian, elected by six, by two seniors and one special student, with Dr. Veneziani, two hours a week. *Dante*.

Latin, elected by seven, with Professor Lindsay, two hours a week. *Plautus*.

Essays, with Professor Dorchester, one hour a week.

*Second Term.* — Logic, with Professor Bowne, five hours a week. Lectures.

Anglo-Saxon, elected by six, with Mr. Swift, two hours a week.

Calculus, elected by eight, with Professor Coit, two hours a week.

English Literature, elected by twenty-five, with Professor Dorchester, two hours a week. Lectures in connection with the study of Shakspeare.

French, elected by nine, with Mr. Cyr, two hours a week.

German, elected by twenty, and by two special students, with Professor Buck, two hours a week. Work of Fall Term continued.

Greek, elected by nine, with Professor Buck, two hours a week. Greek Prose Composition, with Xenophon's *Æconomicus*.

Italian, elected by five, and by two special students, with Dr. Veneziani, two hours a week. *Dante*.

Latin, elected by six, with Professor Lindsay, two hours a week. Terence.

Zoölogy, elected by twenty-two, with Professor Hyatt and Mr. Van Vleck, three hours a week.

Forensics, with Professor Dorchester, one hour a week.

*Third Term.* — Ethics, with the Dean, five hours a week. Porter and Lectures.

English Literature, elected by twenty, with Professor Dorchester, two hours a week. English Fiction ; study of authors, and lectures upon the art of poetry, and exercises in poetical criticism.

German, elected by twelve, and by one special student, with Professor Buck, two hours a week. Heine's Rosa. Translating English into German.

Chemistry, elected by fifteen, with Professor Nichols and Mr. Frost, at the Institute of Technology, six hours a week. Lectures and laboratory work.

Surveying, elected by five, and by six seniors, with Professor Coit, two hours a week.

Greek, elected by ten, with Professor Buck, two hours a week. Work of Winter Term continued.

Italian, elected by five, and by two special students, with Dr. Veneziani, two hours a week. Dante.

Latin, elected by nine, with Professor Lindsay, two hours a week. Pliny's Letters ; Nixon's Latin Prose.

Physiology, elected by twenty-one, with Mr. Van Vleck, two hours a week.

Elocution, one hour a week, with Professor Curry, fall and spring terms.

SENIOR CLASS. *First Term.* — Theistic Philosophy, with Professor Bowne, four hours a week. Lectures.

Astronomy, elected by seventeen, with Professor Coit, two hours a week.

Constitution of the United States, elected by seventeen, and by one special student, with the Dean, three hours a week. Cooley and lectures.

English Literature, elected by twenty-four, with Professor Dorchester, two hours a week. Lectures in connection with the study of Shakespeare.

German, elected by sixteen, with Professor Buck, two hours a week. With the Junior Class.



Mathematical Astronomy, elected by eight, with Professor Coit, two hours a week.

Greek, elected by four, with Professor Buck, two hours a week With the Junior Class.

Latin, elected by twelve, and by one special student, with Professor Lindsay, two hours a week. With the Junior Class.

Recent English Empiricism, elected by fifteen, two hours a week, with Professor Bowne.

Sanskrit, elected by three, with Professor Lindsay, one hour a week. Perry's Grammar.

Spanish, elected by six, with Dr. Veneziani, two hours a week.

Essays, with Professor Dorchester, one hour a week.

*Second Term.* — English Literature, elected by twenty-five, with Professor Dorchester, two hours a week. Lectures in connection with the study of Shakspeare.

Evidences of Christianity, with the Dean, four hours a week. Lectures.

Advanced Anglo-Saxon, elected by two, and by two special students, with Professor Lindsay, one hour a week.

Astronomy, elected by fifteen, with Professor Coit, two hours a week.

German, elected by nine, with Professor Buck, two hours a week. With the Junior Class.

Greek, elected by four, and by one graduate student, with Professor Buck, two hours a week. With the Junior Class.

Latin, elected by seven, and one special student, with Professor Lindsay, two hours a week.

Mathematical Astronomy, elected by six, with Professor Coit, two hours a week.

Metaphysics, elected by fourteen, and by eight special students, with Professor Bowne, four hours a week.

Political Economy, elected by nineteen, and by nineteen Juniors, with Professor Dorchester, three hours a week. Walker and lectures.

Sanskrit, elected by three, with Professor Lindsay, one hour a week. Nalopakhyanam.

Spanish, elected by six, with Dr. Veneziani, two hours a week.

Essays, with Professor Dorchester, one hour a week.

*Third Term.* — English Literature, elected by twenty-two, with Professor Dorchester, two hours a week. Lectures upon the art of poetry; exercises in poetical criticism.

Advanced Anglo-Saxon, elected by two, and by two special students, with Professor Lindsay, one hour a week.

German, elected by five, with Professor Buck, two hours a week. With the Junior Class.

Greek, elected by four, with Professor Buck, two hours a week. With the Junior Class.

History of Philosophy, elected by twenty, with Professor Bowne, five hours a week. Lectures.

{ Latin, elected by six, and by one special student, with Professor Lindsay, two hours a week. With the Junior Class.

Political Economy, elected by thirteen, and by fourteen Juniors, with Professor Dorchester, three hours a week. Walker continued, with supplementary study and lectures.

Philosophy of Ethics, elected by twenty, with Professor Bowne, three hours a week. Lectures.

Sanskrit, elected by three, with Professor Lindsay, one hour a week.

Spanish, elected by six, with Dr. Veneziani, two hours a week.

Theory of Equations, elected by five, with Professor Coit, two hours a week.

Orations, with Professor Dorchester, one hour a week.

Professor Lindsay conducted a volunteer class in Latin, formed to do special critical work, two hours a week through the year.

## THE COLLEGE OF MUSIC.

Four important additions were made to the faculty at the beginning of the year, to wit: Leandro Campanari, professor of the violin; Jean De Peiffer, instructor in French; Carl Faelten, professor of the pianoforte; and Augusto Rotoli, professor of Italian singing. Thus re-enforced the College presented a staff of instructors never before equalled in its history. The experience of Messrs. Faelten and Rotoli as former officers in the conservatories of Europe rendered their services of unusual value.

Nineteen students were in attendance; six in the third year, four in the second, and nine in the first. All of the third-year class were men; of the second-

year class, two were men, and two women; of the first-year class, five were men, and four women.

As to residence, one of the students was from Vermont, one from New Hampshire, one from Rhode Island, one from New Jersey, one from North Carolina, one from Illinois, two from Pennsylvania, and eleven from Massachusetts.

The work and methods of work in the College were substantially the same as in former years. Important improvements could be made, had the College a number of fully endowed professorships. It is hoped that the friends of higher musical education will see that at least the \$100,000 suggested in the last Annual Report is soon provided. Now that the New-England Conservatory has been put on so new and satisfactory a basis, friendly attention may well be given to the further development of the College so closely connected with it.

#### THE COLLEGE OF AGRICULTURE.

At the beginning of the year two changes occurred in the Faculty. Horace E. Stockbridge, Ph.D., assistant professor of chemistry, having resigned to accept an important position in the Imperial College of Agriculture in Japan, his place was filled by the appointment of Charles Wellington, Ph.D., a graduate of the College in the year 1873.<sup>1</sup> The detail of Lieut. Victor H. Bridgman having expired, George E. Sage, First Lieutenant, Fifth Artillery, U. S. A., was detailed by

<sup>1</sup> Professor Stockbridge is a Bachelor of Science of Boston University, class of 1878.

the Secretary of War to serve as professor of military science and tactics.

At the close of the year President Greenough retired from the presidency, having administered the office three years. Professor H. H. Goodell, A.M., was appointed his successor. The three years were marked by important changes and improvements: the boarding-house built in 1867 was remodelled, repaired, and painted; the interior of the original chapel building remodelled; the original north dormitory building renovated, and the new house for the President planned and built. The south dormitory building, which had been destroyed by fire, Feb. 4, 1885, was rebuilt upon a much larger scale, with accommodation for the agricultural department, at a cost of about \$33,000. The beautiful stone chapel and library building was also constructed and furnished at an expense of a little over \$31,000. President Greenough also obtained a subscription of some eight thousand dollars for a permanent library fund.

The number of students was one hundred and five, classified as follows: to wit, graduate students, six; senior class, thirteen; junior class, thirty; sophomore class, twenty-four; freshman class, thirty-two. On Commencement Day at the University, the College was represented by George S. Stone, and at the commencement of the College a few days later in Amherst, eight young men were admitted to the degree of Bachelor of Science and to membership in the Convocation of Boston University.

Many improvements marked the history of the year,

the details of which are given in the Twenty-third and Twenty-fourth Annual Reports of the College, printed by the State.

On the 9th of March, 1886, after a long and painful illness, ex-President William S. Clark, LL.D., passed from the labors and cares of earth. A loving and faithful tribute to his memory, from the pen of his former colleague and present successor in the presidency, may be found in the Twenty-fourth Annual Report of the College. Though the third in the order of presidents, he was the man who completed the organization of the first Faculty and opened the College to students. It was under his able and far-sighted administration that the College became associated with the University.

Friends of the College have often desired to find a succinct history of its origin, growth, and achievements. To those who have vainly sought such information, it will be a welcome announcement, that in an address delivered at the College, June 21, 1887, by the Hon. Charles G. Davis, such a history may now be found. This valuable discourse is one of several delivered in commemoration of the passage of the Morrill Land Grant Act twenty-five years ago. One of them was delivered by Senator Morrill himself, another by Charles Kendall Adams, LL.D., President of Cornell University. The three have been printed, and constitute a document of rare value. Whoever would acquaint himself with the genesis and history, the obstacles and victories, the trials and benefits, of this and similar colleges called into being by the



Land Grant Act, cannot afford to neglect these able "Commemorative Addresses." To Trustees of Boston University it will not be uninteresting to note that the chairman of the Joint Committee of the Massachusetts Legislature, to which in 1863 the questions connected with the acceptance of the congressional grant and the incorporation of the College were referred, was Erastus O. Haven, and that one of the early benefactors of the institution was William Claflin, Governor of the Commonwealth.

#### THE PROFESSIONAL SCHOOLS.

Passing now from the undergraduate colleges, it remains to review the history and progress of the professional schools, and later the work of the School of All Sciences. As usual these will be taken up in the order of their age.

#### THE SCHOOL OF THEOLOGY.

In this department the chief event of the year was the purchase of the new Mount Vernon Street property as a future home for the School. Inasmuch, however, as the completion and re-opening of the remodelled structure fell within the limits of the following year, a description of the new hall may more appropriately be furnished in next year's Report. Suffice it here to state, that for the sum of \$150,000 the University has provided itself with a property which, even before its enlargement, it had required more than \$200,000 to create. Admirable in location, elegant in appointments, accommodating one hundred

students together with officers and servants, containing chapel, library, parlors, lecture-rooms, and gymnasium, it supplies a long-felt need.

The whole number of students was seventy-five, classified as follows: to wit, graduate students four, senior class sixteen, middle class twelve, junior class fourteen, in four-years' course eight, special students twenty-one.

The following theological institutions were represented by graduates:—

Andover Theological Seminary . . . . .	I
Boston University School of Theology . . . . .	I
Drew Theological Seminary . . . . .	I
Union Theological Seminary . . . . .	I

Twenty-nine colleges and universities were represented as follows:—

Ohio Wesleyan University by six Bachelors of Arts, one Master of Arts, and two Bachelors of Science.

Boston University by one Bachelor of Sacred Theology, and three Bachelors of Arts.

North-western University by one Bachelor of Arts, and one Master of Arts.

Victoria University by two Masters of Arts.

Wesleyan University by two Bachelors of Arts.

Albion College by one Bachelor of Arts.

Baldwin University by one Bachelor of Philosophy.

Brown University by one Master of Arts.

Claffin University by one Bachelor of Arts.

Clark University by one Bachelor of Arts.

Cornell College by one Bachelor of Arts.

De Pauw University by one Bachelor of Arts.

Dartmouth College by one Bachelor of Arts.

Fulton College by one Bachelor of Arts.

Harvard College by one Bachelor of Arts.

Illinois College by one Bachelor of Science.  
Lawrence University by one Master of Arts.  
Lincoln University by one Bachelor of Arts.  
McKendree College by one Bachelor of Arts.  
Mount Union College by one Bachelor of Arts.  
Muskingum College by one Bachelor of Science.  
North-western Ohio Normal University by one Bachelor of Arts.  
Oberlin College by one Bachelor of Arts.  
Rochester University by one Bachelor of Arts.  
Syracuse University by one Bachelor of Arts.  
University of the Pacific by one Bachelor of Arts.  
University of Wisconsin by one Bachelor of Law.  
Western Reserve Seminary by one Bachelor of Science.  
Williams College by one Bachelor of Arts.

Massachusetts furnished sixteen, Ohio thirteen, New Hampshire nine, New York five, Vermont four; Michigan and Wisconsin, three each; California, Illinois, Maine, and Rhode Island, two each; Alabama, Indiana, Iowa, Nevada, Pennsylvania, South Carolina, and the District of Columbia, one each; India two, England one; Nova Scotia, Ontario, Quebec, and Prince Edward Island, one each.

Forty-four per cent were from New England, a larger proportion than is usual.

Three of the students were returned missionaries in mature life, improving their furlough by taking up special studies for which time and needed appliances were lacking in their respective mission fields. Of this interesting class, representatives have been in attendance almost every year since the University was opened.

Matriculation Day, observed three weeks after the opening of the fall term, has come to be one of

the most interesting, if not the most interesting, of the festivals of the year. It is the only day when the Faculty and students unite in the celebration of the Lord's Supper at their own altar. An appropriate address is then provided, a former student being usually selected for the service. This year (1885-86) there were two addresses, both inaugural ones. The first was by Professor Buell, the second by Professor Cramer. The first was a plea for the vital assimilation and mastery of New-Testament Greek, the second a discussion of the "Indebtedness of Science to Theology." The former, under the title "Canst thou speak Greek?" was printed and widely circulated.

After the formal matriculation of the new class, the professors and other invited friends are accustomed to become the guests of the students at their mid-day meal, which is followed by toasts and speeches often memorable for wit and wisdom. For fifteen years this prandial and postprandial feast was held in the airy and lofty dining-hall of the School upon the upper floor of the Wesleyan Association Building. Though it was not known or thought of at the time, the feast of 1886 was destined to be the last of the series within those walls. The antiquarian of the next century may be glad to learn that during the fifteen years the dining-hall in question was the large apartment occupying the north-west corner of the building, that the library was the front room next adjoining, and that the formal and public exercises of Matriculation Day were held in Wesleyan Hall. All these are within a few feet of the historic Church in whose

underpinning is a piece of Plymouth Rock, and within whose walls was held, in 1837, the convention in which the School of Theology was projected.

The Rev. Micah J. Cramer, S.T.D., who had been provisionally appointed professor of systematic theology for one year, conducted the work of instruction in this department with great personal devotion and fidelity. In addition to the course of lectures before the Juniors on "Introduction to Systematic Theology," and the course before the Middle class on "Didactic Theology," he gave a course on "Missions," and instruction in "Biblical Theology." The greater part of the year he also met, twice a week, a volunteer class made up of ten or fifteen men from all the classes, to read with them the "*Christologische Betrachtungen*," edited by Dr. Wilhelm Nast, and to discuss in German and in English the subject-matter of the book. This was an exercise which afforded great profit and great satisfaction to all who were qualified to participate in it. Before the whole School he also delivered a very instructive lecture on the contemporaneous Professors of Systematic Theology in the leading Universities of Germany, and the existing state of the science. His personal acquaintance with most of the men described added not a little to the value of his description of them and of their work.

At the close of the year, to the serious disappointment of the University authorities as well as of himself, Professor Cramer found himself in seriously impaired health, and under the circumstances felt it to be his duty to decline a permanent election to the



chair. Reluctantly acquiescing in the inevitable, the Trustees, with resolutions of sincere regret and high appreciation, accepted his decision.

To provide for the chair until a new candidate for its permanent occupancy could be found, the Rev. Dr. Daniel Steele was appointed acting professor for one year.

Among the many occasional addresses delivered before the School during the year, grateful mention should be made of one of great power by Bishop Foster upon "The Missionary Outlook of the World." Its delivery occupied considerably more than two hours. Hundreds were in attendance, and the profound impressions produced, now depressing, now masterfully uplifting and inspiring, made the occasion to all participants the memory of a lifetime. The discourse was subsequently revised, and published, in parts, in "The Independent" of New York.

In the winter a public course of five lectures on "Extemporaneous Preaching" was delivered to crowded audiences in Jacob Sleeper Hall, by the Rev. James M. Buckley, S.T.D., of New York. Very appropriately the discourses were delivered without notes of any kind; and they were very highly appreciated, not only by the School, but also by crowded audiences of the local clergy of all denominations.

As usual, one hundred dollars' worth of carefully selected volumes were added to the Library of the School.

The courses of instruction for the year were as follows: to wit, —

1. *The Senior Class.* — President Warren lectured on the Comparative History of Religions, on Comparative Theology, and on the Philosophy of Religion, three hours a week.

Professor Townsend lectured on Pastoral Theology, on Church Polity and Discipline, and conducted Homiletical exercises, four hours a week.

Professor Sheldon lectured on Church History since the Reformation, two hours a week.

Professor Curry gave instruction in Elocution, one hour a week.

Professor Mitchell conducted the readings of the class in Hebrew, one hour a week.

Professor Buell conducted the readings of the class in New-Testament Greek, with lectures, two hours a week.

2. *Middle Class.* — Professor Townsend lectured on Homiletics, with practical exercises, giving some of his work in printed form, three hours a week.

Professor Sheldon lectured on History of Doctrine, giving a portion of his work in printed form, three hours a week.

Professor Curry gave instruction in Elocution, one hour a week.

Professor Mitchell conducted the readings of the class in Hebrew, and lectured on Introduction, two hours a week.

Professor Buell conducted the readings of the class in Greek, and lectured on cognate themes, one hour a week.

Professor Cramer taught Didactic Theology by lectures, recitation and discussions, three hours a week.

3. *Junior Class.* — President Warren lectured on Theological Encyclopædia and Methodology, one hour a week.

Professor Townsend lectured on Introduction to Practical Theology, once a week.

Professor Sheldon lectured on Old-Testament History, on History of the Apostolic Age, and on History of the Church to the Reformation, giving portions of his work in printed form, three hours a week.

Professor Curry gave instruction in Elocution, one hour a week.

Professor Mitchell conducted the readings of the class in Hebrew, and lectured on cognate themes, four hours a week.



Colby University . . . . .	3
Holy Cross College . . . . .	3
Georgetown University . . . . .	2
Wesleyan University . . . . .	2
Boston College . . . . .	1
Bowdoin College . . . . .	1
Massachusetts Institute of Technology . . . . .	1
New Hampshire College of Agriculture . . . . .	1
Normal College of Arkansas . . . . .	1
North-western University . . . . .	1
Ohio Wesleyan University . . . . .	1
Tufts College . . . . .	1
University of New Brunswick . . . . .	1
University of Vermont . . . . .	1
Williams College . . . . .	1

Attention is called to the important statements and suggestions contained in the following extracts from the annual report of the Dean of the School, the Hon. Edmund H. Bennett, LL.D. :—

The past year, the second in our present building, has shown the advantages of our situation over that of previous years, and has also manifested the need of further improvement. Experience confirms the statement in my last report, that our present library accommodations are not equal to the growing needs of the School, especially in floor and table room. As the library itself is made more complete, and hence more attractive to students, so the necessity of proper accommodations increases; and it may be safely affirmed that upon a thorough and constant use of the library largely depends the thoroughness of a law-student's education.

A criticism sometimes made upon the system of instruction by lectures is that in the lecture-room a principle of law is stated which the student is often content to accept upon the word of the lecturer, without any search for himself among the reported cases given him at the same time. If there is any foundation for this criticism, it only makes it the more incumbent upon us to remove the cause by making our library complete and the use of it convenient.

The appropriation for the library this year enabled us to add a second set of Massachusetts Reports—which are in constant use—and our

various series of appellate court reports were brought down to date. Some new text-books also were added.

The work of the School has been pursued steadily and with success. The sad and sudden death of Mr. John E. Wetherbee, immediately after his promotion to a professorship, was a heavy blow alike to the School and to his friends. He was a graduate of the School, of the class of 1878, and in the following year was appointed an instructor when the system of recitations was first adopted. From that time to the day of his death, he was earnest and energetic in furthering the interests of the School, and a valuable aid to its progress. Acquainted with its methods, interested in its success, and exceedingly popular with its students, his death made a vacancy it was not easy to fill.

At the opening of the year, the two courses of recitations, Equity and Real Property, which had been previously conducted by Mr. Wetherbee, were, at the time of his appointment as lecturer on Real Property, transferred to Arthur H. Wellman, Esq., a graduate of the class of 1882.

After Mr. Wetherbee's death, lectures on Real Property were suspended until the following March, when they were resumed and the course completed by Professor C. G. Tiedeman of the University of Missouri. The recitations on Pleading, Bills and Notes, Evidence, and Massachusetts Practice, which had also been conducted by Mr. Wetherbee, were assigned respectively to Joseph G. Thorp, Jr., Esq., a graduate of the Harvard Law School, class of 1882; Homer Albers, Esq., Joseph R. Smith, Esq., and Charles F. Jenney, Esq., all graduates of this School of the classes of 1885, 1883, and 1884, respectively.

For the customary tabular view of lectures, etc., see next page.

The practical value of Moot Court instruction is more and more appreciated. Valuable as is the work now accomplished, there is still opportunity for improvement. To-day moot cases are taken at a stage when all preliminary steps have been passed, and the single question left is one of law. If statements of facts were assigned upon which students were to sue out writs, draw declarations, file answers or demurrers, and so have control of a case from its beginning until questions of law raised therein were decided, as they now are, the scope of the work would be enlarged, and a further stimulus given to thorough work in this department. Such an improvement would require additional sessions of the court for the purpose of hearing motions, correcting pleadings, etc., and cannot be made without provision for remunerating the lecturer who sits as judge.

Another feature of our own Moot Court, and one which distinguishes it, so far as I know, from every other law school in the world, is the



## NUMBER OF LECTURES, AND OTHER DATA OF INTEREST, 1885-1886.

LECTURER.	SUBJECT.	Number of Lectures.	Class to which delivered.	Number in the Class.	Maximum attendance.	Minimum attendance.	Average attendance.	R.— Required. E.— Elective.	Average attendance at recitations on this subject.	Number of recitations.
Professor Russell.	Admiralty and Shipping.	12	Senior.	67	29	12	25	E.	No recitations.	—
The Dean.	Agency.	14	Middle and Junior.	93	122	98	109	R.	44	13
James Schouler, Esq.	Bailments.	20	Middle.	49	75	40	65	R.	No recitations.	—
M. M. Bigelow, Esq.	Bills and Notes.	36	Middle.	49	84	46	64	R.	Under Mr. Wetherbee, 66 Under Mr. Albers, 41	11 } 32 21 }
The Dean.	Contracts.	53	Junior.	45	104	78	89	R.	43	53
The Dean.	Criminal Law.	27	Junior.	45	120	93	106	R.	29	21
Professor Russell.	Evidence.	28	Senior.	67	56	42	49	R.	35	34
Professor Merwin.	Equity Jurisprudence.	50	Senior.	67	64	38	54	R.	22	51
Chas. F. Jenney, Esq.	Mass. Practice.	10	Senior.	67	21	14	18	E.	No recitations.	—
Professor Russell.	Pleading.	18	Senior.	67	73	48	56	R.	Under Mr. Wetherbee, 42 Under Mr. Thorp, 23	5 } 17 12 }
John E. Wetherbee, Esq.	Real Property.	11	Middle.	49	94	83	90	R.	—	—
Christopher G. Tiedeman, Esq.	Real Property.	32	Middle.	49	96	14	53	R.	40	50
George R. Swasey, Esq.	Sales.	15	Junior.	45	91	42	72	R.	24	8
M. M. Bigelow, Esq.	Torts.	49	Junior.	45	86	65	77	R.	41	47
Judge Curtis.	Jurisdiction U. S. Courts.	15	Senior.	67	63	35	44	E.	No recitations.	—
The Dean.	Wills.	8	Middle and Senior.	93	57	51	54	E.	No recitations.	—
U. H. Crocker, Esq.	Mass. Conveyancing.	14	Middle.	49	86	48	65	E.	No recitations.	—
James Schouler, Esq.	Domestic Relations.	8	Middle.	49	60	17	40	E.	No recitations.	—
J. H. Benton, Jr., Esq.	Railroad Law.	11	Senior.	67	66	52	59	E.	No recitations.	—

Total number of lectures delivered, 431, — in Required Courses, 353; in Elective Courses, 78. Total number of recitations, 326.

publication in book form of the Moot Court cases, in the same manner as the State reports of our Supreme Judicial Court, with a statement of facts, the argument of counsel, and the opinion of the court. We have already issued one volume, under the name of The Boston University Reports, and have material on hand for at least one volume more. The editorial work of preparing them for the press is gratuitously done by Mr. E. L. Buffinton, a graduate of the School. The cost of printing is in time defrayed by the receipts for the copies sold, at least in part. But a present advance is necessary to enable us to issue volume second. I earnestly appeal to the Trustees, through you, for authority to incur this present temporary outlay for the welfare of the School, and the fulfilment of our published promises. The primary outlay for a new volume of reports will not exceed \$200.

A summary of the work of the Moot Court in 1885-86, as compared with some previous years, is shown by the following table.

STATISTICS OF THE MOOT COURT.

	Number of cases argued.	Number of students sitting as judges.	Number of students acting as counsel.	Total number engaged.	Number of opinions delivered.
1877-78 . . . . .	10	8	31	39	4
1878-79 . . . . .	18	25	57	82	4
1879-80 . . . . .	16	16	45	61	1
1880-81 . . . . .	6	8	19	27	3
1881-82 . . . . .	15	26	58	84	10
1882-83 . . . . .	14	36	70	106	12
1883-84 . . . . .	19	36	68	104	13
1884-85 . . . . .	16	32	64	96	11
1885-86 . . . . .	20	36	72	108	18

A general wish among the students to use the library in the evenings led to opening it in December for three evenings a week. The opportunity was so much appreciated that later in the year it was opened five evenings in the week. The total evening attendance was large.

We are in urgent need of more free scholarships. We have but three, and are often obliged to turn away needy and worthy young men, who give promise of great usefulness to the world, and of being a credit to the University. These scholarships not being offered to the first year's students, but only to those who have paid at least one year's tuition, do not, as I believe, diminish the receipts of the School, but rather increase

them, since they stimulate many to come and pay one year's tuition with the hope of a free scholarship afterwards, when otherwise they would not feel able to attend at all. I plead for ten free scholarships.

The above recommendations relative to the printing of volume second of the Moot Court Reports, and to the establishment of ten free scholarships, have recently been approved by the Trustees.

### THE SCHOOL OF MEDICINE.

The number of students in attendance was ninety-eight, classified as follows: —

Post-graduate course . . . . .	1
Four-years' course :	
Fourth year . . . . .	2
Third year . . . . .	4
Second year . . . . .	4
First year . . . . .	4
	— 14
Three-years' course :	
Third year . . . . .	20
Second year . . . . .	26
First year . . . . .	36
	— 82
Special course . . . . .	1
	—
Total . . . . .	98

Of these, thirty-nine were women, fifty-nine men.

In the *personnel* of the governing faculty no changes occurred, among the lecturers but few. As lecturer on physiology, J. A. Rockwell, M.D., succeeded B. H. Van Vleck, S.B. Three new assistants were appointed: to wit, in materia medica, F. B. Percy, M.D.; in pathology and therapeutics, A. L. Kennedy, M.D.; in physiology, A. H. Tompkins, M.D.

The instruction given corresponded to the curricula presented in the University Year Book, and in the Circular of the School.

The improvements made in the building, occupied by the School, were very important, and are sufficiently described in the following extracts from the Annual Report of the Dean, I. Tisdale Talbot, M.D. : —

At the beginning of the year, the Faculty found themselves embarrassed by several pressing wants. The steam-heating apparatus, which had never been of sufficient capacity to warm the building in very cold weather, had, from the excessive strain put upon it, quite given out. It had for two years been supplemented by a portable boiler. Simply to replace these at considerable expense seemed unwise, and it was deemed economy to provide larger and more durable boilers. After the most careful examination by experts, it was found essential to build a separate boiler-house, thus providing ample space for the heating apparatus, and storage for coal. It has proved entirely successful, and during the coldest weather the building has been comfortable.

*Chemical Laboratory.* — From the beginning of the School the chemical department has labored under great disadvantages in the lack of proper facilities for laboratory instruction. By an ingenious device, a gallery was erected upon three sides of the upper lecture-hall, and provided with tables sufficient for twenty-six students to work at the same time. Each of these has been fitted up in a manner to enable the students to perform all the necessary chemical experiments. The instruction has been consequently more thorough and valuable than ever before.

*The Reading-Room.* — The occupation of the new laboratory left vacant the room which had formerly been used for that purpose; this was fitted up as a reading-room for the students. It has been provided with some sixty of the leading medical journals and important books of reference, and is highly prized by the students.

The future prospects of the School are very encouraging. The improvements in the building, and the means of instruction, have undoubtedly done much towards increasing the size of the entering class, which this year amounted to forty students; and the additional dispensary facilities, gained by the removal of the heating apparatus into the new boiler-house, together with the increased clinical advantages in the hospitals, have proved of great benefit to the School.

*The Finances.* — The substantial additions and improvements made to the School have taxed its resources very severely. Not only have the Faculty been obliged to expend the reserve fund, which they had laid

aside for such an emergency, but in the great majority of cases they relinquished entirely their own salary, and in other instances their salaries remained to be paid from the income of the ensuing year.

Since the above was written, generous friends of the School have raised \$5,000 for the purpose of reducing the mortgage indebtedness and lightening the burden of the management. It is hoped that other friends will now come forward, and, after wiping out the entire incumbrance, provide an adequate endowment. For the success of the recent appeal, much credit is due to the Dean and Faculty.

#### THE SCHOOL OF ALL SCIENCES.

In this department the number of students was one hundred and two, nearly all of them candidates for the degree of Doctor of Philosophy. Twenty of the number were young women.

Over thirty colleges, universities, and professional schools were represented by graduates as follows:—

- Acadia College by one Bachelor of Arts.
- Albion College by one Bachelor of Arts.
- Allegheny College by two Bachelors of Arts.
- Amherst College by three Bachelors of Arts and one Master of Arts.
- Boston University by fifty Bachelors of Arts, six Masters of Arts, and twenty-five Bachelors of Sacred Theology.
- Cornell College by two Bachelors of Arts.
- Dartmouth College by one Bachelor of Arts.
- De Pauw University by one Bachelor of Arts.
- Dickinson College by one Bachelor of Arts.
- Drew Theological Seminary by one Bachelor of Divinity.
- Harvard College by three Bachelors of Arts.
- Haverford College by one Bachelor of Arts.
- Illinois Wesleyan University by one Bachelor of Arts.
- Iowa Wesleyan University by one Bachelor of Arts.



Lawrence University by four Bachelors of Arts.

Mount Union College by two Bachelors of Arts and one Master of Arts.

National Normal School by one Bachelor of Arts.

North-western University by one Master of Arts.

Ohio Wesleyan University by eight Bachelors of Arts and two Masters of Arts.

Philadelphia High School by one Bachelor of Arts.

Queen's University, Ireland, by one Bachelor of Arts.

Rochester University by three Bachelors of Arts.

Syracuse University by one Bachelor of Arts.

University of Iowa by one Bachelor of Arts.

University of Michigan by one Bachelor of Arts and one Master of Arts.

University of Toronto, Canada, by one Bachelor of Arts and one Master of Arts.

University of Wisconsin by one Bachelor of Arts.

University of Wooster by one Bachelor of Arts.

Victoria University by one Bachelor of Arts and one Master of Arts.

Wesleyan University by five Bachelors of Arts and one Master of Arts.

Williams College by one Bachelor of Arts.

Numerically arranged, the list of degrees stood as follows : —

Boston University . . . . .	81
Ohio Wesleyan University . . . . .	10
Wesleyan University . . . . .	6
Lawrence University . . . . .	4
Harvard College . . . . .	3
Mount Union College . . . . .	3
Rochester University . . . . .	3
Allegheny College . . . . .	2
Amherst College . . . . .	2
Cornell College . . . . .	2
University of Michigan . . . . .	2
University of Toronto . . . . .	2
Victoria University . . . . .	2
All others one each.	

One of the students prosecuted his studies in Germany.

In the last Report an appeal was made in behalf of the American School of Classical Studies in Athens. The gratifying success which has at length crowned the patient efforts of the friends of this enterprise has been set forth in the first section of the present document.

At the close of the year nine members of the School were promoted to degrees, one to that of Master of Arts, and eight to that of Doctor of Philosophy. The names appeared in the usual place in the University Year Book, Vol. XIV.

Respecting the possibilities and needs of this department, see closing paragraphs of the present Report.

#### THE REGISTRATIONS OF THE YEAR.

The whole number of students in all departments was seven hundred and ten. Their classification is presented in the following table:—

	Men.	Women.	Total.
College of Liberal Arts . . . . .	68	96	164
College of Music . . . . .	13	6	19
College of Agriculture . . . . .	105	—	105
School of Theology . . . . .	75	—	75
School of Law . . . . .	181	2	183
School of Medicine . . . . .	59	39	98
School of All Sciences . . . . .	82	20	102
Sum by departments . . . . .			746
Counted twice . . . . .			36
Total . . . . .			710

The totals of the last seven years show a very gratifying advance. They stand as follows:—

In 1880-81 . . . . .	507
In 1881-82 . . . . .	555
In 1882-83 . . . . .	602
In 1883-84 . . . . .	614
In 1884-85 . . . . .	620
In 1885-86 . . . . .	710
In 1886-87 . . . . .	769

This represents an average increase of over thirty-seven per year.

### THE PROMOTIONS OF THE YEAR.

At the Annual Commencement in June, one hundred and twenty-three were promoted to membership in the University Convocation, to wit : —

With the Degree of	Men.	Women.	Total.
Bachelor of Arts . . . . .	6	13	19
Bachelor of Philosophy . . . . .	—	5	5
Bachelor of Science . . . . .	8	—	8
Bachelor of Theology . . . . .	10	—	10
Bachelor of Laws . . . . .	48	—	48
Doctor of Medicine . . . . .	8	10	18
Master of Arts . . . . .	—	1	1
Doctor of Philosophy . . . . .	7	1	8
With Diploma Certificates:			
In School of Theology . . . . .	5	—	5
In College of Music . . . . .	1	—	1
Totals . . . . .	93	30	123

### THE FINANCES.

The annual report of the Treasurer showed that at the close of the fiscal year Aug. 31, 1886, the assets of the University were as follows : —

Real estate above incumbrance . . . . .	\$899,961 09
Stocks, bonds, etc. . . . .	277,067 26
Notes receivable . . . . .	40,214 66
Sundries . . . . .	25,110 15
Total . . . . .	\$1,242,353 16

The liabilities at the same date were \$98,121.58, leaving the excess of assets over liabilities \$1,144,231.58. This was a slight increase over the preceding year, and it was followed by a slight increase in the year ending Aug. 31, 1887.

The largest gift of the year 1885-86 was received from a friend of the University, who declined to communicate his name even to the Trustees. It consisted of ten thousand dollars in ten per cent bonds. By the conditions of the gift it is to be kept intact, and the interest to be applied to the general purposes of the University, until the bonds mature. Then if the sum of fifty thousand dollars in addition to its present funds has not been contributed for the maintenance of the College of Liberal Arts, the proceeds of the bonds are to be invested, and the interest of the same, until the whole shall amount to the sum of fifty thousand dollars, when the same shall constitute a fund toward the maintenance of the College of Liberal Arts.

The generous bequests of Mrs. Fenno Tudor, one thousand dollars for the University in general, and five hundred dollars for the School of Medicine, have been mentioned on a previous page of the present Report.

A new gift of two thousand dollars from Dr. Woodvine endowed an additional scholarship in the College of Liberal Arts, occasioning the following vote : —

*Whereas*, Our friend Denton G. Woodvine, M.D., Lecturer in the School of Medicine, has at various times, of his own accord, generously aided said School, contributing to its fitting up, enlarging its library, and maintaining for many years a series of valuable money prizes for students ; and

*Whereas*, He has recently presented to this Board the sum of two thousand dollars to endow a scholarship in the College of Liberal Arts : therefore,

*Resolved*, That the Trustees of Boston University hereby tender their cordial thanks to Dr. Woodvine for his generous gifts and for the interest he has always manifested in the welfare of the institution.

*Resolved*, That we gratefully accept the new fund, and hereby establish the new Scholarship, and direct that in honor of the donor it be named "*The Woodvine Scholarship*."

The memorial and other "Special Funds" of the University, held by the Treasurer, are at the present time as below named : to wit, —

The School of Theology Fund . . . . .	\$183,817 95
The Emma Speare Huntington Professorship Fund . . .	40,000 00
The Elisha Harris Professorship Fund . . . . .	30,000 00
The David Snow Professorship Fund . . . . .	15,000 00
The Louisa Lee Waterhouse Professorship Fund . . . .	10,000 00
The John Wade Scholarship Fund . . . . .	10,000 00
The J. W. Case Endowment Fund . . . . .	10,000 00
The ——— Fund for College Liberal Arts . . . . .	10,000 00
The E—— T—— Fund . . . . .	7,000 00
The Reuben B. Dunn Scholarship Fund . . . . .	5,000 00
The George Russell Loan Fund . . . . .	2,000 00
The Denton G. Woodvine Scholarship Fund . . . . .	2,000 00
The Martha Cole Scholarship Fund . . . . .	1,500 00
The Jonathan Barker Fund . . . . .	1,000 00
The Rachel P. Cheever Scholarship Fund . . . . .	1,000 00
The Anne M. Warren Scholarship Fund . . . . .	1,000 00
The Theological Alumni Professorship Fund . . . . .	944 92
The H—— S—— Fund . . . . .	500 00
The Mrs. Fenno Tudor Loan Fund . . . . .	500 00
The James Nipe Fund . . . . .	59 46

The first of the above was received from the Boston Theological Seminary in 1871.

The second was given for the endowment of a memorial professorship in the College of Liberal Arts.



The third was constituted from the centenary offerings of the New-England Southern Conference in 1866, and named in honor of the Hon. Elisha Harris, Governor of Rhode Island. It is included in the "School of Theology Fund."

The fourth was received as a bequest from Mr. Snow, a former partner of Isaac Rich. It was given for the endowment of a professorship of elocution and oratory. See last Annual Report, p. 54.

The fifth was created in 1857 by bequest of Mrs. Waterhouse, widow of Benjamin Waterhouse, M.D., of Cambridge. It was given towards the endowment of a professorship of anatomy in the School of Medicine. Received with the assets of the New-England Female Medical College.

The sixth was the gift of John Wade, Esq., of Woburn. Its income is for the aid of indigent, worthy young women in the School of Medicine. Received with the assets of the New-England Female Medical College.

The seventh, received in the year 1871, was the gift of Rev. J. W. Case of West Thompson, Conn.

The eighth has just been mentioned among the gifts of the year under review.

The ninth is not yet, by the terms of the gift, entirely available. It relates to the College of Liberal Arts.

The tenth is for the assistance of worthy and needy young men preparing for the ministry.

The eleventh, constituted by bequest of the late George Russell, M.D., of Boston, is to be loaned to

needy and meritorious young men in the School of Medicine, under the direction of the Standing Committee of the School, on recommendation of the Faculty, in sums not exceeding fifty dollars to one person.

The twelfth, relating to the College of Liberal Arts, has been noticed among late gifts.

The thirteenth, constituted by bequest of Martha Cole of Boston, is for the benefit of students selected by the Faculty of the School of Theology.

The fourteenth was received, by bequest, from the estate of the Rev. Jonathan Barker of Portsmouth, N.H. Its annual income is applied toward the maintenance of the School of Theology.

The fifteenth and sixteenth — the last not yet productive — are for the benefit of deserving and needy students in the School of Theology.

The seventeenth is the nucleus of a fund of \$40,000 for the endowment of an Alumni Professorship in the School of Theology. It already represents so much of precious and loyal sacrifice, that wealthy friends of the Alumni should rejoice to augment it by liberal contributions.

The eighteenth and twentieth are not yet fully available.

The nineteenth, constituted by bequest of Mrs. Fenno Tudor of Boston, is a loan fund for the benefit of needy and deserving young women in the School of Medicine, and is subject to the same rules of administration as the George Russell Loan Fund, already mentioned.

The following special funds, for the benefit of the School of Theology, are in the hands of other treasurers, to wit : —

The New Hampshire Conference Centenary Fund . . . .	\$2,762 27
The Theological Alumni Library Fund . . . . .	2,000 00

To constitute a fund for the care and enlargement of the *Latimer Library*, a few contributions and pledges have reached Professor Mitchell. Further gifts would be very gratefully acknowledged.

The as yet incomplete *Garfield Memorial* Scholarship Fund is in the hands of the Dean and Faculty of the School of Medicine, by whom additional gifts would gladly be received.

#### PRESENT NEEDS.

The most urgent present needs of the University relate to three classes of interests, to wit : —

1. Those of the College of Liberal Arts ;
2. Those of the Professional Schools ; and
3. Those of the School of All Sciences.

Fortunately, to a considerable extent, they appeal to different classes of people, and by the proper co-operation of these all can gradually, if not immediately, be met. The College of Liberal Arts is a typical custodian and promoter of liberal education. By reason of the advantages of its location it can accomplish, with a given outlay, more than almost any other college in the world. It immediately needs \$40,000 each for three new chairs : one of the North-European languages, one of the South-European

languages, and one of Biblical and Oriental learning. It also needs at once at least \$200,000 for the equipment and endowment of its work in the natural sciences. In this would be included a new building for the use of the departments of Physics, Chemistry, Astronomy, Biology, Natural History, Geology, etc. Equally urgent seems the necessity of providing means for maintaining a tutor, or assistant professor, in each of the chief departments of "required" work, so that our constantly increasing classes can be divided into sections of proper size, and every student be thoroughly drilled. At the present time, in most of the fundamental studies the absolute limit of the seating capacity of the rooms has been reached. In several the numbers are too great for the best results in teaching. At least four new instructors of the best quality should be added to the Faculty without delay, to assist the full professors in conducting their work upon the plan of divided classes. For this an additional income of at least \$8,000 or \$10,000 a year is essential. Additional recitation-rooms will be needed as soon as this inevitable result of growth comes about. An additional building is, therefore, a necessity of the near future, and cannot be too promptly provided. To add that the library has no permanent fund whatsoever, and no stated and regular appropriation, is to bring to notice another vital want.

In all the Professional Schools there is urgent need of additional funds. Neither the School of Law nor the School of Medicine will be in a safe and approximately satisfactory condition until in each at least

three chairs are fully endowed, and library funds established. Two hundred thousand dollars are needed for these purposes. The new hall of the School of Theology is already overflowing, the attendance having risen to one hundred and fifteen. This is a larger number than was ever enrolled before. Means for the proposed extension of the building upon the Chestnut-street frontage should soon be provided.

The School of All Sciences is the unifying head and crown of the entire University. In its Faculty all the Faculties are represented. Among its students should be the *élite* of the graduates of every other department. It should include brilliant graduates from all American colleges. It should be an ever overflowing reservoir whence mature young scholars, abreast with the world's latest achievements in all literatures and arts and sciences, and equipped for chairs and directorships in the highest educational institutions, could year by year be taken. Within twenty years, it should have not less than fifty eminent professors exclusively devoted to its work. In time it should have for its own use more buildings and appliances than all we now have for the use of all departments. In the development of this one supreme department, we can wisely use within the next five years not less than a million of dollars. How few of the natural patrons of learning understand these needs! How few study the relations of one type and grade of education to another in the unique and comprehensive plan which underlies our work! By explaining these things to the public, and especially



to large-minded men and women of wealth, each Trustee and friend can render the cause an exceedingly valuable service. The necessity of such efforts is based in the very constitution of the institution. Its organization is too vast for ready comprehension. Distinguished experts have seriously questioned whether in the whole world there is any other university whose plan combines in the same degree unity and absolute completeness of scope with due manifoldness and relative organic independence in the constituent parts; any other throughout whose organism the ideal and the actual, the general and the special, so variously and fruitfully condition each other; any other in whose life there are found in combination such initial completeness and such unlimited possibilities of perfectly symmetrical growth. But this uniqueness of plan, this height and complexity of organization, this manifoldness of functional and structural life, — all these are features which naturally hinder strangers, even the most favorably disposed, in arriving at an intelligent comprehension of the full nature of the institution, and in acquiring some approximate conception of its large relations to the intellectual history of mankind. Most persons of wealth have some reasonably correct appreciation of the work and needs of an ordinary college or an ordinary professional school; but if we desire such persons to comprehend the ever-greatening needs and the limitless possibilities of Boston University, we must not be surprised if personal effort on our part is found indispensably necessary.

Meantime, with devout gratitude for the past, let us look hopefully and courageously into the future.

Universi Procurator, Procurator noster.

The all-wise purposes of his perfect beneficence can never fail of fulfilment.

WILLIAM F. WARREN.

JANUARY 26, 1888.

# INDEX.

	PAGE		PAGE
Adams, Mr. Charles Francis, jun. . . . .	17, 24, 26	College of Music, The . . . . .	44, 45
Adams, President C. K., address by . . . .	47	additions to Faculty . . . . .	44
Additions to libraries . . . . .	53, 56, 61	attendance . . . . .	44
Alumni authorship . . . . .	35-37	needs . . . . .	45
American School of Archæology in Athens .	9	Convocation, The . . . . .	32
American School of Archæology in Rome, .	11, 13, 15	Address before . . . . .	33-37
Amherst College . . . . .	19	Coppino, Minister Michele . . . . .	14
other mention . . . . .	55	Cornell College . . . . .	49, 62
Athens, German and French Schools at . .	7	Cornell University . . . . .	47
American School at . . . . .	9-11, 64	Council, The . . . . .	29
British School at . . . . .	10	Cramer, Professor M. J. . . . .	52
University of . . . . .	8		
Attendance for seven years . . . . .	65	Dartmouth College . . . . .	19
		other mention . . . . .	49, 55
Bachelor of Arts, the degree, . . . . .	18, 19, 20, 21, 22, 25, 26	Davis, Hon. Charles G., address by . . . .	47
Benefactions . . . . .	34, 66-70	Day, Rev. Dr. James R., resigns as Trustee,	29
Bismarck, Prince . . . . .	13	Degrees conferred . . . . .	65
Bonghi, Ruggero . . . . .	13	Depretis, late Italian Premier . . . . .	14
Boston University, how viewed . . . . .	16		
its present duties . . . . .	25-28	Fellowships, travelling, needed . . . . .	15
its present needs . . . . .	70-74	Finances, The . . . . .	65-70
its unique organization . . . . .	73	Foote, Rev. H. W., of King's Chapel . . .	30
Brown University . . . . .	19	Foreign Interests . . . . .	5-17
other mention . . . . .	49, 55	Foster, Bishop R. S., address by . . . .	53
Buckley, Rev. Dr. J. M., lectures . . . .	53	Funds, memorial and other . . . . .	67-69
Buell, Professor, inauguration address . .	51		
		Galassi, Luigi, Rector . . . . .	13, 14
Chadwick, Major J. H., re-elected Trustee .	28	Gifts and bequests . . . . .	66, 67
Claffin, Hon. William, founder of Prize . .	48		
Claffin, Mrs. Mary B., re-elected Trustee .	28	Harvard College, recent changes in . . .	17-25
Clark, Ex-President William S., death of .	47	other mention . . . . .	49, 55, 62
College of Agriculture, The . . . . .	45-48	Haven, Erastus O., Chairman . . . . .	48
changes in Faculty . . . . .	45	Helbig, Professor W. . . . .	14
recent improvements . . . . .	46	Houghton, Hon. H. O., re-elected Trustee .	28
Ex-President W. S. Clark . . . . .	47		
Quarter-Centennial . . . . .	47	Imperial German Institute of Archæology,	7, 12
College of Liberal Arts, The . . . . .	37-44		
new instructors . . . . .	37, 38	Liberal Education in America . . . . .	17-28
enlarged laboratory . . . . .	38	how imperilled . . . . .	27
the new notation . . . . .	38		
conspectus of instruction . . . . .	39-44	Merriam, Professor . . . . .	10
immediate needs . . . . .	70	Moot Courts . . . . .	59
		Morrill, Senator, address by . . . . .	47
		Museum of Religions, proposed . . . . .	29

	PAGE		PAGE
New-England Association of Colleges . . . . .	18-21	School of Theology, The . . . . .	48
Ohio Wesleyan University . . . . .	49, 56, 63	New Hall . . . . .	48
Palmer, Professor G. H. . . . .	25	Students Classified . . . . .	49
Pierce, Rev. Dr. B. K., re-elected Trustee, 28		Matriculation Day . . . . .	50
Princeton College . . . . .	22	Work of the Year . . . . .	54
Promotions of the Year . . . . .	65	School of Theology, new building . . . . .	35
Recent events in America . . . . .	17-25	Senate, The . . . . .	29
Registrations of the Year . . . . .	64	Stallo, Hon. I. B., American Minister . . . . .	14
Rome, German and French Schools at . . . . .	7	Steele, Rev. Dr. Daniel, re-elected Trustee . . . . .	28
American School to be established at, 11-15		Professor in School of Theology . . . . .	53
Imperial German Institute at . . . . .	12	Steere, Charles, LL.B., elected Trustee . . . . .	28
Italian Institute, proposed, at . . . . .	13	Torricelli, Professor, Life and Character . . . . .	30, 31
Rome, University of . . . . .	5	Trinity College . . . . .	19
important enlargement . . . . .	6, 7	Tudor, Mrs. Fenno, bequests . . . . .	34, 66, 67
Scholarships, new, in School of Law . . . . .	59, 60	University Year Book, vol. xiii. . . . .	29
School of All Sciences, The . . . . .	62	Van Benschoten, Professor . . . . .	10
Students . . . . .	62	Wellesley College . . . . .	21
Colleges represented . . . . .	62	Wesleyan University . . . . .	10, 19
Promotions . . . . .	64	Other mention . . . . .	49, 56
Possibilities and Needs . . . . .	72	West, Professor Andrew F., quoted . . . . .	22
School of Law, The . . . . .	55	Wetherbee, Professor, death of . . . . .	31, 57
Instruction . . . . .	55	Williams College . . . . .	19
Students . . . . .	55	Other mention . . . . .	50, 56
Report of Dean . . . . .	56-60	Woodvine, Professor D. G. . . . .	34, 66, 67
School of Medicine, The . . . . .	60	Yale University . . . . .	19, 21
Students and Instructors . . . . .	60	Other mention . . . . .	25, 55
Improvements . . . . .	61, 62	Young Men's Rights in Education . . . . .	26
Report of Dean . . . . .	61, 62		

Boston University.

---

PRESIDENT'S

# ANNUAL REPORT

1886-88.

PRESENTED JANUARY 14, 1889.

---

BOSTON :

UNIVERSITY OFFICES, 12 SOMERSET STREET.

1889.



PRESS OF  
H. G. COLLINS,  
93 FEDERAL ST., BOSTON.

# CONTENTS.

---

GENERAL SURVEY . . . . .	5
A HOME PROBLEM . . . . .	7
NEW FOUNDATIONS . . . . .	11
THREE NOTABLE RETIREMENTS . . . . .	14
ENLARGED SCOPE OF COLUMBIA COLLEGE . . . . .	15
CO-EDUCATION AT THE WESTERN RESERVE UNIVERSITY . . . . .	15
THE UNIVERSITY CORPORATION . . . . .	16
THE UNIVERSITY COUNCIL . . . . .	17
THE UNIVERSITY SENATE . . . . .	18
THE UNIVERSITY CONVOCATION . . . . .	19
THE COLLEGE OF LIBERAL ARTS . . . . .	21
THE COLLEGE OF MUSIC . . . . .	40
THE COLLEGE OF AGRICULTURE . . . . .	41
THE SCHOOL OF THEOLOGY . . . . .	47
THE SCHOOL OF LAW . . . . .	54
THE SCHOOL OF MEDICINE . . . . .	59
THE SCHOOL OF ALL SCIENCES . . . . .	62
THE UNIVERSITY REGISTRATIONS . . . . .	64
THE UNIVERSITY PROMOTIONS . . . . .	65
THE UNIVERSITY FINANCES . . . . .	66
PRESENT NEEDS . . . . .	67
A PERSONAL WORD . . . . .	69
INDEX . . . . .	71, 72

the further invalidation of the significance of the arts degrees, or to countenance a reduction of the arts course in American colleges from four years to three, a potent and wholesome reaction is now everywhere in progress. For so good an augury of the future all friends of learning, and especially all friends of genuine progress in American education, may fitly congratulate each other.

The last of the above mentioned proposals, namely, the reduction of the American collegiate course from four years to three, has just encountered, in an unexpected quarter, an unlooked for obstacle. In a thoughtful and able paper, entitled "The Athletic Problem in Education," published in the "Atlantic Monthly," for January, 1889, Professor Shaler, of Harvard University, expresses himself as follows:

"When we consider the effect of athletic sports upon the mental and moral development of youth, the question becomes of a more embarrassing character. In presenting the matter, I shall first turn the attention of the reader to one effect of athletic exercises, which has not been recognized in any writings I have seen upon the subject. This is the influence of athleticism in retarding the development of the mind. . . . In watching for a quarter of a century the tide of youth which sets through Harvard College, I have paid a good deal of attention to those cases in which there has been a manifest retardation in the mental development. . . . My personal contact with college students has been of an intimate nature. I have known rather more than three thousand such students under twenty years of age. . . . From the same contact with youths from all sections of the country, in Harvard College, I have come to the conclusion that a high measure of physical activity tends to postpone the period of mental maturity. I think the youths who have been much given to field sports, or who, in other words, have attained a vigorous growth, are apt to be from one to two years behind their mates in their intellectual development."

Such statements, from such a source, well deserve attention. It is true that the reader, seeing only the above sentences, would almost certainly infer that their writer was a humorist of rare quality. But in the article, as a whole, there seems to be no trace of mischievously

intended latencies of meaning. On the contrary, it is evidently designed to be a serious, scientific vindication and philosophic commendation of college athleticism. To those college administrators, who complain of the comparatively advanced age of college students in our day it therefore, in all seriousness, suggests the question, whether or no this evil—if such it be—may not be chiefly due to an excessive development of exacting curricula of sports and games in the preparatory schools and colleges during the last twenty-five years. At the same time, to the advocate of an abbreviation of the college course from four years to three, it pointedly suggests the query, whether or no it might not be wise, before abolishing one quarter of the college teaching, to inquire whether the interests of health and healthy growth in students can possibly require that they subject themselves to a bodily training so severe and artificial that, in their mental development, they are kept “from one to two years” behind the stage of advancement which, without that training, they would naturally attain. In any case, if the facts are as represented, instead of shortening the college curriculum, we should rather continually lengthen it in proportion as increased attention is given by the colleges to bodily sports. In the end, the colleges which pay the most attention to athletics, will need the longest curricula.

#### A HOME PROBLEM.

The present condition of our own College of Liberal Arts is one of great prosperity. The present attendance is almost three times that of the second year of the present decade. The Faculty was never so strong,

the instruction never so well organized. The public is showing emphatic appreciation of the principles governing the administration. This remarkable increase of patronage is necessitating immediate additions to the teaching force and immediate additions to the class-work accommodation. Our appeal to the benevolent for ampler means is an urgent one.

But here arises a question of very great seriousness. What shall be the policy of the administration in the years immediately before us? Shall it be to foster and encourage Collegiate growth, or University growth? A body of undergraduates two hundred and fifty strong can be reasonably accommodated with instruction in the buildings we are now occupying. With the addition of three or four new professors to the staff of instruction, the now too large classes and sections can be so sub-divided as to favor the highest and best results. The studies that would need to be added to our undergraduate arts course, to make it a perfect model, are very few. If therefore, the Corporation should choose for the present to perfect and maintain an undergraduate department limited to two hundred and fifty students, with a view to the concentration of their resources thereafter, for a season at least, upon higher University work of the purely post-graduate order, they would find very strong reasons for so doing. Without attempting to argue the measure at length, the undersigned would instance four considerations, each of which will probably suggest others.

First, if no such limit is set to the membership of the College, the admission of one or two more classes of the size of our last will necessitate outlays for new buildings and professors, far beyond our present



resources, and at the same time out of all reasonable proportion to the amount of additional tuition fees to be received in return.

Second, with our one hundred free scholars and with room for only one hundred and fifty paying ones, the competition to secure a place in the College would enable the authorities to select annually the choicest and most promising of a large body of candidates. These, in turn, would yield a large percentage of just the kind of students who would desire to go forward into the higher post-graduate courses and who ought to have the opportunity to do so. Moreover, as soon as abundant courses and facilities for these were offered, they would attract the more scholarly and gifted among the graduates of other colleges from every part of the country; who, in turn, after the fitting here received, would be in demand as head masters of schools, assistant-professors, professors, and college presidents, in every part of the Anglo-Saxon world.

Third, as shown in our Annual Report one year ago, the thorough endowment of our professional schools and the development of the most essential parts of our post-graduate work in the School of All Sciences, will require some millions of dollars; so that, in case no limit is set to the growing expenses of an unlimited undergraduate department, the higher and more important work of the University must remain for an indefinite series of years — if not forever — undone.

Fourth, to secure the best results in undergraduate training in any college, there must be *some limit to numbers*. The permissible maximum ought not to exceed the number whom the administrative and teaching officers can personally know, and with whom

they can cultivate friendly relations of an individual character with distinct personal interest. Judging by this rule, two hundred and fifty is certainly not below the proper maximum.

If, after we have done our duty to post-graduates in the School of All Sciences, and in our professional schools, we find that our growing resources will permit us to duplicate our work with undergraduates, it will be wiser for us to do it by organizing a second college of liberal arts, with a distinct name and faculty and life, than to distend our present one to twice its present size. It is quite possible that a century hence our University may have a thousand undergraduate students in the liberal arts; but, if so, it is to be hoped that they will be grouped in not less than four distinct colleges, each embodying those concentrated forces of individual, personal influence which inspire, and mold, and discipline, and refine. In the *undergraduate* range of teaching, the Oxford and Cambridge idea of numerous colleges in one University is correct; in the *post-graduate* range, the German idea of indefinitely numerous, super-collegiate aggregations of students in one University, is also correct. For each of our colleges of liberal arts two hundred and fifty students will be all we shall ever want; for our fully developed School of All Sciences, five thousand would not be too many. These principles underlie our original statutes of organization, but are so great an advance upon prevailing ideas, that they need often to be brought to remembrance, and particularly at a crisis, like the present, in the growth of our undergraduate attendance.

In view of the foregoing facts and considerations, the hope is here expressed that as soon as the College of

Liberal Arts can be satisfactorily equipped and officered for two hundred and fifty students, the Trustees will bend their energies and apply their resources, for a series of years, to the development of our nascent School of All Sciences, and to the strengthening of our three Professional Schools.

#### NEW FOUNDATIONS.

In passing, it may be proper to notice three new universities which have originated, or emerged prominently into public view, during the period covered by this Report. The first is located in our own Commonwealth, — the Clark University, at Worcester. The second is the projected Catholic University, at Washington, the corner-stone of whose first building, a Divinity Hall, was laid on the twenty-fourth day of last May. The third is the University of Southern California, which, though chartered nearly ten years ago, has within two years organized constituencies and developed resources almost amazing. The first is the munificent gift of a single individual; the second, the work of an intelligent priesthood and powerful Church; the third, the creation of an American community, at once religious, public-spirited and wealthy.

To all we extend a cordial welcome. In the work of enlightening and educating our multiplying millions of citizens, each will find a useful place. If, in the case of the first, it should seem to any an infelicity, that it must be so near the older and already numerous colleges and universities of New England, and must bear a name already owned and honored by one of the most effective of the educational institutions of the South, it must not be forgotten that it is, on the other hand, a great good

fortune that the new University is to be generously endowed, and that its wise organizers are manifesting a truly scholarly and neighborly spirit by studying in their plans the interests of other institutions as cordially as their own.

With respect to the founding of the second, much has been written and said. Between friends and foes, it might be difficult to say which have striven the harder to impress the public with the thought that something of critical import to the nation's life was here in process of accomplishment. Despite the excitements and exaggerations indulged in by representatives of both parties, there is, doubtless, a measure of truth in their common conviction. So long as the Roman Catholic Church places under the ban of her disapproval every Christian government which declines to acknowledge her sovereignty, and so long as she religiously instills into the mind of every youth entrusted to her as a student, the doctrine of the absolute authority of the ex-king of Central Italy over the consciences and acts of all Americans, so long must every patriot qualify his gratification at the progress of this Church in our country, and at the multiplication of her educational institutions among us. Apart from this peculiarity, however, the movement which has culminated in the beginning of a Catholic University would be highly gratifying, though it would have less claim to public interest than many another now almost unnoted in American journalism. As to location, the new University is not the first which has chosen to establish itself in the national capital. As to endowment, the infant University of Southern California, as yet hardly heard of in the East, has probably three or four times as much. As to pro-



spective services to science, the Washington institution proposes for a number of years to confine itself to the work of training priests in the traditional Papal theology; while, on the other hand, the University of Southern California, to mention but a single particular, is already contracting for an Observatory, with location and equipments quite surpassing those of the matchless Lick. Prominence in the public mind is a poor criterion by which to estimate the worth or power of an educational institution. Let the least significant college in the land irrevocably commit itself to the inculcation of the doctrine that the claim of the British Crown to the original thirteen of our United States is still valid,—or, indeed, to the teaching of any form of treason to the Constitution or religious rights of the United States, and it would suffer no lack of public recognition, particularly, if with the aid of immigrants and foreign emissaries, it could secure the active and persistent co-operation of hundreds of thousands of *de facto* American citizens.

The only strange thing about the new foundation in Washington is, that a Church so strong, so rich, so ably officered and led, should have been the last of all the larger religious bodies in America to attempt the establishment of a fully organized university for the education of her youth, and the diffusion of intelligence. Though her sons were among the first to explore and settle what is now our national domain, it has taken her almost four hundred years to found, upon our soil, a single institution of this grade and compass. Far be it from us to grudge to her, at this late day, a place and a part in the higher education. American Romanists are American fellow-citizens, affecting in their measure by the condition of their people, the name and character and



fortunes of the nation. And so long as the Roman Catholic universities produce theologians like Wiclif, Huss, Luther; philosophers like Des Cartes, Von Baader, Rosmini; scientists like Copernicus, Galileo, Laplace; preachers like Père Hyacinth; historians like Döllinger; journalists like Caporali; statesmen like Cavour; patriots like Mazzini, — so long may the most ardent American patriot rejoice that American Romanists are at last to attempt the cultivation of the higher arts and sciences, and to expose their youth more fully than heretofore, to the liberalizing energy of universal and objective truth. Whoever hesitates to rejoice, should read afresh that vital word of the Great Teacher: "The truth shall make you free."

### THREE NOTABLE RETIREMENTS.

The almost simultaneous retirement of the late Presidents of Yale University, Columbia College, and the College of New Jersey, well deserves the thoughtful attention of all friends of the Higher Education. To these three men, Noah Porter, Frederick A. P. Barnard, and James McCosh, the country owes a debt of lasting gratitude. Each possessed a singularly happy balance of qualities for the work to which he was providentially called. Each was, doubtless, a far more effective and beneficent power in his place than he could possibly have been at the head of any other American educational institution. Each in his way was surprisingly progressive, yet each in fundamentals was stoutly conservative. Taken together, they afford a striking illustration of the advantages accruing to the higher education in America from its organization in institu-

tions as diversified in spirit and tradition, as are the great intellectual and spiritual constituencies of the nation. Two are certainly favored in the character of their successors, and that the still vacant chair of the third may be filled with equal wisdom, is the hope of a deeply interested public.

#### ENLARGED SCOPE OF COLUMBIA COLLEGE.

In former Reports occasional reference has been made to the progress of modern and progressive ideas among the governors of Columbia College. It only remains to add that here also the doors have now at length been thrown open, an "Annex" established, and women welcomed to the best that the institution can offer. Even the academic degrees and honors are not withheld, as hitherto, at Oxford, and in both the Cambridges. Another prophecy is thus auspiciously fulfilled.

#### CO-EDUCATION IN THE WESTERN RESERVE.

In January, 1888, the authorities of the Western Reserve University voted and announced that young women should no more be admitted to the literary department (Adelbert College) of that institution. As a consequence, three members of the Senior Class of the College obtained permission to complete their course and to be graduated in Boston University. These were so graduated in June.

The natural impression of the public that the vote of the University betokened a reactionary spirit among its trustees was not well founded. Some six months later the same Board organized an additional College,

elected a woman to be its Dean, manned its chairs with Adelbert professors, matriculated a number of trained young woman, and thus fixed upon a far firmer and more unalterable basis than ever the co-educational character of the University.

Approaching now the interests and recent history of our own University a little more in detail we begin with with

### THE CORPORATION.

At the annual meeting in January, 1888, the following, all of them members of the out-going class, were unanimously re-elected for a period of five years, to wit : Hon. Edward H. Dunn, Richard W. Husted, Esq., and Pliny Nickerson, Esq.

The class was further reinforced by the election of James F. Almy, Esq., of Salem.

The Rev. John D. Pickles, Ph. D., S. T. B., having been chosen the preceding January as the third representative of the Convocation no additional representative was elected at this time.

At the same meeting, the Rev. Dr. Peirce, the efficient Secretary of the Corporation since 1880, having renewed his request for relief from the duties of his office, his resignation was reluctantly accepted, and a resolution of grateful appreciation adopted.

Fortunately the health of our friend is not so impaired as to deprive the Corporation of his counsels and ever valued service. Indeed it already appears that his release from the duties of the secretaryship is opening the way to activities more important than ever. Friends of the institution desiring information as to its needs, or conference as to wise methods of

assistance, will find in him a trusted representative of the Corporation, a wise and experienced counsellor.

The new Secretary, elected at the annual meeting, was the Reverend William R. Clark, S. T. D.

By a change of statute, effected April 19, the date for holding the stated meetings of the Board was changed from the second Thursday to the second Monday of the month.

#### THE UNIVERSITY COUNCIL.

The only change in the composition of this body was the addition of Professor Bowne, as Dean of the School of All Sciences. He succeeded Professor Sheldon who, to meet the emergency created by the temporary absence of the President, who was also Dean, consented in January, 1887, to accept the position of Acting Dean of the School for one year.

Under the editorship of the Council the fifteenth volume of the University Year Book was issued at the usual time. The leading paper in it was devoted to a consideration of the most appropriate methods of celebrating the approaching Four Hundredth Anniversary of the Discovery of America by Columbus. The writer was subsequently appointed a member of the Centennial and Exposition National Board of Promotion, and invited to a conference of the body in Washington held on the fourth of last month, with a view to secure desirable legislation from the Congress about to assemble, and from the thirty State and Territorial legislatures which meet in annual or biennial session the present month. As the Board includes the Governors of thirty-eight States and Territories, besides

many other most eminent and influential citizens, whose character and station would almost preassure the success of any recommendations which they might adopt respecting the right celebration of this important anniversary, it was not easy to decline the appointment and an active participation in the deliberations of the body. Imperative considerations of health and home duty, however, rendered this conclusion necessary.

To complete the record, it may be mentioned, that the leading paper in the preceding Year Book was the Baccalaureate Address of the year. This was entitled, "The Quest of the Perfect Religion." Soon after delivery it was translated into Spanish, and published in the city of Mexico ; also into Japanese, and published in Yokohama ; also into Chinese, and published at Foochow ; besides being reprinted in several English editions in India, British America and elsewhere.

#### THE UNIVERSITY SENATE.

The membership of this body included thirty-eight. With these were associated ninety-two other officers in the different departments, making the whole number of officers of instruction and government one hundred and thirty, a larger aggregate than ever before.

The David Snow professorship of Elocution and Oratory, having been vacated by the resignation of S. S. Curry Ph. D., its first incumbent, the Reverend Alonzo Lee Holmes, A. M., was appointed to the chair, to begin his service at the opening of the year now current. The ability and skill with which Dr. Curry took up and carried forward the work of the late Dean



Monroe have before found mention in these Reports and will not soon be forgotten. In one respect the professorship is unique, it being the only one the time of whose incumbent is divided almost equally between two distinct departments; in this case the School of Theology and the College of Liberal Arts.

In the Autumn of 1887, on recommendation of a Special Committee, the Trustees adopted a general principle to govern their future action in granting desired furloughs to Professors in the College of Liberal Arts and in the School of Theology. According to the new action (so far as the funds of the University will permit), Professors in the departments named may be allowed a vacation of one year after a service of seven full years from the date of their election as Professors or Assistant Professors, on half the salary paid at the time of the permitted leave of absence; provided that only one Professor in each department be allowed such vacation at the same time. In each case the appointment of substitute instructors, and the determination of their compensation pertain, of course, to the Trustees.

#### THE UNIVERSITY CONVOCATION.

The fifth annual meeting of this body was held on Convocation Day in the University Chapel. The following officers were unanimously chosen: J. W. Bashford, Ph. D., S. T. B., First Vice-President; A. J. Pratt, LL. B., Second Vice-President; Sarah E. Sherman, M. D., Third Vice-President; O. S. Marden A. M., LL. B., M. D., Fourth Vice-President; John H. Emerson, Secretary and Treasurer.

The additions to the body by promotion in June were one hundred and thirty-three.

The officers the preceding year were: Stephen L. Baldwin, S. T. D., First Vice-President; George A. Perkins, LL. B., Second Vice-President; Sarah E. Sherman, M. D., Third Vice-President; Marion Talbot, A. B., Fourth Vice-President; John H. Emerson, S. T. B., Secretary and Treasurer.

The result of the June ballot for Trustee candidates, to be proposed to the Trustees of the University, was as follows: John W. Hamilton, S. T. D., Elijah George, LL. B., Herbert E. Chase, A. B., M. D., and Marion Talbot, A. B.

The annual Convocation Symposium related to the status and opportunities of women as affected by recent events in different spheres of activity. The Rev. J. W. Hamilton, S. T. D., spoke of the origin, history and probable outcome of the effort the preceding May to give to women delegates seats in the highest legislative body of the Methodist Episcopal Church. Miss Lelia J. Robinson, LL. B., reviewed the action of the Massachusetts Legislature relative to women from the beginning, giving special attention to all acts and bills deliberated upon during the last session. Professor Adaline B. Church, M. D., of the School of Medicine, gave an account of the post-graduate opportunities now open to woman physicians in the universities and hospitals of Europe. Miss Charlotte C. Barrell, A. B., Secretary of the Massachusetts Society for the University Education of Women, reported the aims and work of the American Association of Collegiate Alumnæ.

The Alpha Chapter of the Convocation has continued

to stimulate the more studious of its members, and to call forth papers of excellent character. "The Alpha," its organ, is now in its seventh year.

A new development in the organic evolution of the University appeared in March, 1887, in the organization of the second Convocation Chapter, the "Beta Chapter," composed of graduates of the College of Liberal Arts. The future of this is, of course, very closely bound up with the future of the School of All Sciences. At present the body meets for papers and discussions once a month. As fast as facilities for post-graduate study and research can be multiplied, so fast the number of graduates remaining in residence for purposes of further study will be likely to increase. In time a Chapter House, with a hall for the stated meetings, and perhaps with rooms for daily lectures by Professors and Lecturers belonging to the staff of the School of All Sciences, — certainly with memorial windows and tablets commemorative of distinguished deceased members — will become a desideratum, evident to all.

### THE COLLEGE OF LIBERAL ARTS.

The student membership of the College was as follows :

IN 1886-87.		IN 1887-88.	
Graduate students . . . . .	18	Graduate students . . . . .	13
Senior class . . . . .	34	Senior class . . . . .	31
Junior class . . . . .	26	Junior class . . . . .	26
Sophomore class . . . . .	29	Sophomore class . . . . .	40
Freshman class . . . . .	39	Freshman class . . . . .	55
Special students . . . . .	36	Special students . . . . .	42
Total . . . . .	182	Total . . . . .	207

The growth here shown is a little greater than in any

previous year, though for the last seven years the annual totals, both of the members of the four regular classes, and of the College as a whole, show a remarkably steady and healthy increase. They stand as follows :

	Total in the Classes.	Total in the College.
1881-2 . . . .	78	97
1882-3 . . . .	87	101
1883-4 . . . .	95	144
1884-5 . . . .	105	166
1885-6 . . . .	119	164
1886-7 . . . .	127	181
1887-8 . . . .	152	207

The totals the present year show a still more remarkable advance, the aggregate now in the College amounting to over two hundred and seventy. As this increase has been gained by no reduction of fees, or lowering of standard, or courting of popularity, it may be taken as a gratifying proof of a growing appreciation of the work of the institution on the part of the patronizing public.

At the beginning of the year 1887-8 all courses of instruction in the South European languages were combined in one department and placed under the charge of Mr. James Geddes, Jr. Several of the courses were extended, and to them was added one on Romance Philology. This was of a more advanced character than had before been offered, and it suitably crowns the work of the department.

Toward the close of the year another long contemplated step was accomplished, namely, the establishment of a distinct department of North European languages. To the charge of this, Marshall Livingston Perrin, a Master of Arts of Harvard University, and Lector of English in the University of Goettingen, Germany, was

called. This action will relieve the other members of the Faculty of some of the work not strictly belonging to their respective departments, and render possible a more unitary and organic construction of courses in German and Anglo-Saxon, with reference to higher courses of instruction in Germanic, or Aryan, or Universal Comparative Philology.

Professor Dorchester enjoyed a year's furlough for study in Europe. A part of his elective work was laid over, but the course in Political Economy was given with great acceptance by Joseph T. Duryea, S. T. D., those in Rhetoric and Sophomore English Literature by Wm. Marshall Warren, A. B. ; while the Junior and Senior Literature and the care of a portion of the rhetoricals was assigned to A. J. George, A. M.

A public course of lectures closely related to Professor Dorchester's department was secured from Professor Charles Sprague Smith, of Columbia College, New York. Hundreds of non-matriculants were admitted to these without charge. The subjects treated were as follows :

Method of Historical Study in Literature.

The *Leyenda* and the *Poema* of the Cid.

The Early Literary Movement in France and Provence, and the *Chanson de Roland*.

The Early Epic Movement in Germany and the Primitive Nibelungen Saga.

The *Nibelungen Lied*.

Iceland in History and Literature.

The recent growth of the Reference and Departmental Libraries of the College has been very gratifying. Of these collections there is one in each of the student's study-rooms, and one on each of the three upper stories of the building. That on the uppermost belongs to the Philological Association, but is readily accessible



to all students interested in the studies which the collection chiefly serves. In the Ladies' Study there is also a small but very serviceable Loan Library, collected by the Massachusetts Society for the University Education of Women. Of the collection recently acquired by the University from Rev. Dr. Peirce, over five thousand have been added to the College collections.

A number of recent gifts are here gratefully commemorated :

To the Reference Library in History and Ethics, seventy-six select new volumes presented by Dean Huntington, and sixteen by Mrs. Huntington.

To the Library of English Literature, seventy-six choice volumes presented by Professor Dorchester.

To the same collection, from an anonymous source, the "British Poets," revised edition, in sixty-six volumes.

Also, from another anonymous source, Rolfe's Shakespeare in forty-two volumes.

Also, from another anonymous source, Goethe's Complete Works, and other German authors, forty volumes.

Grateful acknowledgements are further due to Professor Lindsay for the loan of sixty-seven volumes from his own library for the use of students in the Classical Departments, and for his untiring zeal and efficiency in building up the collection of the Philological Association, now of great value to the College.

Generous attention to the increase of the collection in the Professors' Room, on the part of Professor Buck, at the time of his last visit to Germany, should have received earlier notice.

The fitting crown of all these generous deeds appeared at the close of the year, when the Class of '88,

deliberating upon arrangements for their anticipated Class Day festivities, spontaneously voted to substitute for them a Class gift, of equal cost, to the Library. As a result one hundred and thirty volumes of the most sterling character and permanent value stand upon our shelves in perpetual commemoration of their loyal generosity.

In the reports hitherto printed the work of the College has always been presented by years and terms, with the names of teachers, and the number of students in each case receiving instruction. For many purposes this method is preferable to any other ; but, as the work of each department is not seen in its unity, connections and extent, when so presented, it will be a variation at once pleasing and useful if the present year we observe the departmental order. In the following representations most is directly incorporated from the Annual Report of the Dean, Dr. William E. Huntington, which report is based upon Special Reports prepared by the heads of the various departments for the use of the official Visitors and the Standing Committee of the Trustees. In the original reports of the Professors there were many valuable observations throwing light upon the plans pursued, as also many valuable suggestions looking to further improvements.

#### THE DEPARTMENT OF GREEK.

The instruction in Greek was given, as usual, by Professor Augustus H. Buck.

The Freshman Class numbered forty students, and the work accomplished with it was as follows:—In the Fall Term about fifteen chapters of Xenophon's *Memoabilia* were read; in the Winter Term the whole of Merriam's *Phæaciads*; in the Spring, Herodotus, books sixth and seventh. Through the first term there were daily exercises in Greek writing, using Sidgwick's smaller Greek writer, and this work was continued through the year. The time devoted to this is considered

well spent, since many of the students are preparing themselves for teaching the Greek language and literature.

In the first term with the Sophomore Class, Greek is a required study. The class numbered thirty-three; in the second and third terms the elective classes were twenty-five and nineteen respectively. In the Fall Term nearly all of the first book of Thucydides was read, and during the Winter and Spring the (*Edipus Rex* of Sophocles. Greek writing was also practised throughout the year.

The work of the Juniors, sixteen in number, was in the Fall Term in Thucydides (the Clossen-Morris edition); in the Winter, in the *Philoctetes* of Sophocles, the whole of which was read in German editions. Contrary to our custom in past years the Junior and Senior Classes were not combined during the Fall and Winter Terms, and proved the advantage of small and compact classes in arduous studies. In the Spring Term the Juniors recited with the Seniors, using the *Lyric Poets* for their reading. As the classes become larger in consequence of the larger attendance in the College, it may be necessary to have the two upper classes recite separately though they can be combined for lectures and exercises in simple exposition.

The Senior Class in Greek numbered for the three terms twenty-one, twenty-three and sixteen respectively. The work of the first term was the first book of Thucydides with particular reference to the political and race relations of the peoples mentioned by the historian. The Winter Term was devoted to reading portions of Xenophon's *Cyropædia*, prepared or at sight, as it chanced. Such cursory reading should be done at home by the students, and the teacher at this stage should have the time devoted to the so-called at sight reading for something more edifying.

The last term the Seniors (with the Juniors) read about twelve hundred verses of Iambic Trimeter, Dactylic Hexameter and Trochaic Tetrameter — enough to give them an idea of several authors.

### THE LATIN DEPARTMENT

was in charge of Professor T. B. Lindsay, and the following brief statement will indicate the work done.

The Freshman Class consisted in the Fall Term of fifty-seven members. One of the five exercises of each week was devoted to lectures on the life and works of Livy, and to lectures on the Science of Language. The Latin read this term was the twenty-first book of Livy. Beside this, *Nepos' Life of Atticus* was used for sight-reading and for practice in Latin composition. The work of the first term is always largely grammatical, and the aim of the department is to teach the students grammatical principles, which may serve to classify facts of grammar already learned. The language is looked upon as something more than a series of complicated puzzles; students being taught that it is an organism serving to express the living thought of the writer. They are taught to look at each Latin sentence as a whole, and to develop the idea for themselves as far as possible in the same way in which it was developed in the mind of the author.

In the Winter Term the class consisted of sixty-three members. There were four recitations a week, one hour being regularly devoted to lectures on the life

and works of Horace, including many passages selected from his works, which the students were expected to commit to memory. Selections from the four books of the *Odes* were read, in each case the attention of the class being directed to its main subject and to the manner in which this was developed and illustrated. The students were expected to be able to give an analysis and outline both in English and in Latin. Many of the *Odes* were committed to memory, and all of them were so studied that the students could give a general idea of any one upon hearing the first line. Considerable attention was given to the subject of metre.

In the Spring Term the class numbered fifty-nine members. Of the three recitations each week, one was given to the lectures on the Science of Language begun in the Fall Term. The Latin read was the *Ars Poetica* and selections from the *Epodes* of Horace. The *Ars Poetica* was treated as a literary composition, and the chief stress was laid upon the content rather than the form. Attention was called to the relation of each part to the main subject, to the pertinency of the illustrations and to the principles inculcated. The work done would have been much more satisfactory if the class could have been divided into sections, thus securing more frequent recitations from each member.

The Sophomore Class, in the Fall Term, numbered forty-three members. The work was done in the Satires and Epistles of Horace. The picture of Roman life, furnished nowhere more plainly than in these works of Horace, was amplified and illustrated by references to his contemporaries. Also the subjects of Roman society and philosophy were brought into prominence. Analyses in Latin were found useful, both to fix the thought and to furnish exercises in Latin composition.

In the Winter Term the class consisted of thirty-three members — Latin, this term becoming elective. Selections from the *Satires of Juvenal* were read, and special attention was paid to a comparison between the two satirists, Horace and Juvenal, both with reference to matter and manner. Lectures were given on the life and works of Juvenal.

In the Spring Term the class numbered twenty-five. Tacitus' *Life of Agricola* was read, with lectures on Tacitus and the grammatical and rhetorical peculiarities of his writing, as contrasted with the usage of the Augustan prose writers.

The Junior and Senior Classes were of necessity combined, and numbered thirty members. The works read were the *Captivi* and *Trinummus* of Plautus. Special attention was paid to the syntax of early Latin and to the forms as illustrating the history of the development of the language. Several lectures were given on the drama in Greece and Rome, and on the influence exerted by the plays of Plautus upon the modern drama.

In the Winter Term the class had twenty members. Two plays of Terence were read — the *Andria* and the *Hauton Timorumenos*. The work begun with Plautus was continued with Terence; and the differences in style, vocabulary and syntax between these two early dramatists, were made prominent.

There were nineteen in the class for the work of the Spring Term, which was upon the *Letters of Cicero* and the *Letters of Pliny*. A large amount was read and stress was laid upon ease and fluency of translation.

In addition to the regular classes, a special Latin class met once a week



throughout the year, each session continuing two hours. This class was formed several years ago to afford an opportunity of doing more technical and independent work than is possible in the regular recitations. The class was open to all members of the College upon the approval of the instructor and the Dean. Students who are in the elective period of their course are allowed to count special Latin hours with other electives.

During the first term the class of twenty-four read Cicero's *de Amicitia*, with exercises in synonyms, Latin composition and special grammatical points. A series of lectures on the History of Philological Science was given. The class numbered twenty-one for the second term, and the work of the preceding term was continued. The third term, a class of eighteen did good work in writing short essays on etymological and syntactical subjects which were assigned to various members. These essays were read and discussed.

The industry and enthusiasm called out in the work of this class deserve mention; also the fact that what is known as the *Philological Association* is an outgrowth of this special Latin class, an organization which, by its successful efforts, has secured for the use of the department a library of almost four hundred volumes, and has in its treasury a fund of about one hundred dollars.

### THE DEPARTMENT OF MATHEMATICS

was in charge of Professor J. B. Coit; and the following paragraph presents a concise statement of the classes and their work for the year.

The Freshman Class, numbering in the successive terms forty-nine, forty-eight and forty-five respectively, did the usual amount of work in Chauvenet's Solid Geometry, Well's Algebra, Newcomb's Trigonometry. The Sophomore Class, consisting of thirty members, took Newcomb's Spherical Trigonometry, Fall Term; and thirteen elected Surveying (Wentworth's), in the Spring Term. The Junior Class was represented by nine members in the first term, who elected Bowser's Analytics. Sixteen elected Newcomb's Astronomy the second term, and the same number continued this subject the third term. Also a small class elected Taylor's Calculus the second and third terms; and for these same terms there was a joint class, composed of Juniors and Seniors, who did excellent work in Mill's Theory of Equations and Peck's Determinants. The Junior Class furnished twenty who elected Newcomb's Astronomy the first term, and fifteen who continued this study the second term.

The method of instruction included more than a thorough use of the text. Lectures, in the way of giving supplementary matter, were freely used; these occurring most frequently in advanced mathematics, surveying and astronomy, time thus occupied varying from five minutes to the entire hour. In surveying, an effort is made to have each member of the class become familiar with the instruments. In Spherical Trigonometry, as an exercise in the application of principles, each member of the class computed the time of sunrise at Boston for fifteen days.

The following aims are constantly before the instructor in this department: —  
1, Definite ideas in the mind of the student; 2, Concise expression of these



ideas; 3, Logical reasoning in new fields of original problems; 4, The use of good English; 5, Cultivation of the imagination, as in demonstrations without the use of figures.

### THE DEPARTMENT OF ENGLISH,

in the absence of Professor Dorchester, was in charge of Mr. W. M. Warren, a recent graduate of the College, and Mr. A. J. George, teacher of English in the Newton High School, and editor of an edition of Wordsworth's *Prelude*.

Mr. Warren's instruction was given to the Sophomore class, in Rhetoric the fall term, in English Literature the Winter and Spring Terms; and in Rhetorical Exercises once a week throughout the year. These classes numbered about fifty students. In Rhetoric, the text-book was J. S. Clarke's, the treatment of leading topics being made more complete by discussions and dictations. Facility in writing, according to the principles studied, was encouraged by three kinds of exercises—the improvement of faulty passages, analysis of selections illustrating important principles, and original composition.

The aim of the instruction in the Literature classes was two-fold: first, that the students might obtain a comprehensive view of the literature as a whole, historically considered, and second, that their power to appreciate literary thought and form might be increased. For the historical work, Shaw's *New History of English Literature* was used as a guide; and in the second term independent work in assigned topics was substituted for the book. Chaucer, Spenser, Milton, Pope, and Coleridge furnished material for the work in criticism and interpretation.

The Rhetorical Exercises of this class for the first term consisted of essays, four from each member. Themes were not assigned. All essays were corrected and returned by the instructor with criticisms and suggestions. For the exercises of the Winter and Spring Terms the class was divided into two sections. The first division practised in declamation during the Winter Term and prepared essays in the Spring Term; the second division doing the same in reverse order.

Mr. George was in charge of the work in Literature for the Junior and Senior Classes. The class numbered twenty Seniors and fifteen Juniors. The first term the classes united in studying Wordsworth; the second term the Seniors took up the study of Shakespeare, the Juniors continued with Wordsworth. The work in Wordsworth included the *Prelude*, parts of the *Excursion* and the shorter poems. The general method was the reading and discussion of the literature in class, supplemented by lectures and outside reading to show the origin, method and purpose of each production, and its place in the literature of the time. The aim was to study literature rather than what somebody has said about it, to bring the student face to face with the author, and to teach him to observe, compare, and discriminate.

The work in Shakespeare included the Study of Hamlet, with comparative reading of Shakespeare's earlier plays.

## DEPARTMENT OF GERMAN.

This has been divided for some time between Professor Buck and Professor Lindsay, the latter taking the Freshman Class in German every third year and conducting that class through its course in this language. This year, Professor Buck has had charge of the Freshman and Sophomore German; Professor Lindsay of the joint class of Juniors and Seniors.

The Freshman Class numbered sixty-seven. Collar's Eysenbach's *German Lessons* were used, about half of which were finished during the Spring Term.

The Sophomore class, numbering forty-two, read Hauff's *Das Kalte Herz* the first term, doing also grammar work more or less. In the other terms the elective class numbered thirty-six. *Hermann und Dorothea* was read in the Winter, with due attention to the poetic and metric matters of this piece; and in the Spring, Freitag's *Journalisten*.

The class under Professor Lindsay in German—Juniors and Seniors—numbered eighteen the first two terms, and twenty-one the third term. The work of the first term was Part First of Goethe's *Faust*; and of the second term, Part Second. The students were held responsible for the translation of the whole, but most of it was read aloud and commented upon by the instructor. The texts used in the third term were *Heine's Prosa* and Buchheim's *Deutsche Lyrik*. Frequent exercises were given in the composition and correction of German prose.

The aim has been to enable students to read easy German at sight, to call their attention to some of the master-pieces of German literature, and to arouse their interest in the new fields thus opened to them. The instructor has found the pedagogic device of "ten-minute tests," frequently applied to his classes, effective helps in carrying out his aims. The questions in these tests are such as can be answered in a single sentence, often by one word. Also the plan of letting one student read a passage aloud, a second being called upon, without previous notice, to give the passage in idiomatic English, and a third to put a re-translation into the original language on the blackboard—has been successfully worked. These expedients are used both in the Latin and the German classes.

## DEPARTMENT OF ROMANCE LANGUAGES.

For the first time in the history of the College, French, Italian and Spanish were brought under the instruction of one man. This laborious position has been filled by James Geddes, Jr.

Instruction in French was given to Sophomores and to Juniors throughout the year, two hours a week to each class. The Sophomore Class took French as prescribed work the first term, after which this study becomes an elective. At first it was found necessary to do thorough elementary work in Keetel's Analytical and Practical French. It was the aim of the instructor to lead the students as fast as possible to think in French and to speak a little, and enable them to understand spoken French by the end of the year. Ten of La Fontaine's Fables were translated, also *La Poudre aux Yeux*, of Labiche, during the Fall Term.

The class numbered over fifty students the second term. Grammar exercises

were continued, also French conversation, and a number of Fables with Labiche's *La Grammaire* were translated. Ninety-five elected French the third term. The course this term was conducted as far as practicable in French. Exercises in the grammar were continued, and translations from *La Fontaine*, *Labiche* and *Töpffer*. During the first term of the Sophomore year a course for beginners in French was given, the attendance upon this class ranging from ten to fourteen. This was given as an extra by Mr. Geddes to aid those who were deficient in French preparation.

The Junior Class in French consisted of thirty-six students in the Fall Term, eight of whom were from the Senior class. This course was conducted almost entirely in French. *Feuillet's Roman d'un Jeune Homme Pauvre* was read. *La Fontaine's Fables*, books I. and III., were the material for questions. Exercises in the grammar were carefully turned into French. A class of twenty elected this study in the Winter Term. Grammar exercises and the Fables were continued; and *Racine's Andromaque* was completed. In the Spring Term nine elected French; and *Balzac's romance, Eugène Grandet* was translated.

A course in *Romance Philology* was given by Mr. Geddes, which continued to the Spring Term, and was elected by six. The aim of this course was to give a general view of the South European languages, their geographical boundaries and their main characteristics as compared with the popular Latin from which they developed. The most important laws of sound-change for French, Italian and Spanish were examined and applied to a brief comparative view of inflexions. The lectures were based chiefly on *Diez's Grammatik der Romanischen Sprachen*, and upon *Gröber's Grundriss der Romanischen Philologie*, so far as completed. In the second term the selections in *G. Paris' Chanson de Roland* were read and the text critically examined. The old French forms were compared with the vulgar Latin. The historical and literary part was treated by talks in French on the more important topics, and by readings from the best English and French versions.

The third term the intention was to enable the students to understand the spoken language. The lives and works of the following writers were discussed: *La Fontaine*, *Madame de Sévigné*, *Balzac*, *Alfred de Musset*, *George Sand*, *Dumas* and *Victor Hugo*. Written versions of short anecdotes in English were occasionally required. The examinations in the Junior and Senior courses were written in French.

The course in Italian was elected by ten students in the Fall Term, six in the Winter Term, and five in the Spring Term. The first two terms considerable stress was laid upon the grammar and the pronunciation. Exercises from *Perini's Grammar* were carefully turned into Italian, and *Manzoni's Promessi Sposi* was read. During the third term *Perini's Grammar* was finished. Conversational exercises in *Eco Italiano* were taken up; and the latter part of the *Promessi Sposi* containing the description of the plague in Milan in 1630, and the *denouement* of the novel was translated.

Spanish was elected by nine students, all Seniors. The grammar with translations from the *Eco of Madrid* formed the principal work of the first term. In the second term the grammar was finished and the first two books of *Gil*

Blas were translated. There were daily exercises in the Eco. This was completed in the third term, also Moratin's *Comedia Nueva* was finished and *La Independencia* of Breton de los Herreros was begun. Selections from celebrated scenes in *Don Quixote* were also translated, and as much exercise as practicable was given in conversation.

#### DEPARTMENT OF NATURAL SCIENCES,

including Botany, Biology, Zoölogy and Physiology. Classes in these studies are under the instruction of Professors Alpheus Hyatt, and B. H. Van Vleck, of the Boston Society of Natural History. For all this work the students meet in the finely equipped building on Berkeley Street, which belongs to the Society. The studies are all elective. Botany in the Spring Term and Physiology in the Winter Term have each two hours a week. Biology is given four hours a week in the Fall Term and Zoölogy three hours a week in the Winter Term. Botany has been made a Sophomore elective; the others belong to the Junior year.

The classes numbered as follows:—Botany, sixteen; Physiology, sixteen; Biology, thirty-nine; Zoölogy, eighteen.

The aim in Elementary Science teaching should not be to present facts and theories for the student to memorize, but rather to teach him to observe accurately and to draw conclusions from his observations; and this, not only for the reason that such systematic training is neglected in the education of the average student, but also because a certain amount of such discipline is requisite to enable him to appreciate the methods and bearings of modern scientific research. Therefore, it is deemed best in this department to devote only a relatively small part of the time to classification. But in order to present the more important elementary facts of Biology, a selection is made of a limited number of forms which illustrate the structure, physiology and process of growth in plant or animal. The museum furnishes to the Laboratory for class use, with unusual liberality, anatomical and other specimens of its collection. An attempt is made, while giving each student an opportunity to observe and draw conclusions for himself, to prepare him for the understanding of such facts as may be of more or less general application. Considerable time is spent in practical work upon simple class experiments. Each student is trained in the use of the microscope and in the dissection of plants and animals. To facilitate the class-work, a large number of excellent anatomical diagrams for use in the studies of this department have been drawn for the College classes, and others are promised. A pressing need of more microscopes has been felt. The Society has been liberal in furnishing sixteen excellent instruments; but, with the large classes which the College now sends to this department, more must be had if the classes are to be properly equipped. Fortunately, an arrangement has been completed between the University and the Society by which twelve more microscopes are to be provided.

#### CHEMISTRY AND PHYSICS.

Instruction in these branches was given as usual at the Institute of Technology. The Class in Chemistry numbered thirty members and was under the instruction of Professor Lewis M. Norton.\* The exercises consisted of two lec-

tures each week; and the text-book used in connection with these was Professor Remsen's *Inorganic Chemistry*. Two laboratory exercises were also given each week, for which the text-book was the *Laboratory Exercises*, of Professors Nichols and Norton. The course, which is given in the short, Spring Term of the Junior year, is necessarily quite elementary; but deals not only with descriptions but also with the elements of the theory of chemistry.

The course in physics, in charge of Professor Charles R. Cross, was given to a class of forty-five students, Winter and Spring Terms, mostly regulars of the Sophomore Class. In connection with the lectures by Professor Cross, his notes on mechanics, printed by the Institute and sold to the students at cost, were used; also Stewart's *Elementary Physics*. In the laboratory, Pickering's *Physical Manipulations* and Professor Holman's *Laboratory Notes* were loaned to the students individually. Of the five hours a week devoted to this study, two are spent in laboratory work and three in class instruction; and of these three, two are occupied by lectures and one by an oral examination upon the subject matter of the two last preceding lectures. The University Classes have shared in the general steady advancement of the various courses of instruction at the Institute, resulting from additional experience and largely improved facilities.

### POLITICAL ECONOMY,

in the absence of Professor Dorchester, was under the instruction of Doctor Joseph T. Duryea, the course, as usual, occupying three hours a week during Winter and Spring Terms. The class numbered forty-five.

The plan of instruction included the use of a text-book (Walker's), reference to a few standard treatises, lectures and conversations. The main object was to ground the students in the principles of this department of practical philosophy. The method was inductive. The elements of human nature which need to be considered in this field were steadily kept in view. Effort was made to discover in what manner the elevation of man, in body, soul and spirit would change the existing order of things, and for the better.

The first written examination, was at the end of the Winter Term. The questions were taken from the papers of the Universities of Oxford and Cambridge; and the students answered very well to this somewhat unusual test. The severest test was that in which a file of papers was taken, opened at random, financial articles were read, and the members of the class were called on to criticise them. The result of this trial was on the whole more satisfactory than by a written examination of the conventional kind.

### HISTORY AND CONSTITUTIONAL LAW,

under the direction of the Dean. The Freshman Class, numbering fifty, with from nine to fifteen special students, used as a basis Fisher's *Outlines of Universal History*. As far as was feasible, outside reading was done by the class; and faithful work in note books was required. Lectures were given upon important



periods, characters, events, and matters of collateral interest. These illustrated and amplified the Outlines. This course occupied only one hour a week Fall and Spring Terms, and two hours a week in the Winter Term.

The Sophomore Class, thirty-nine Regulars, two Juniors and nine special students in the Fall Term used Meyer's Mediæval History, the work of the text-book being enlarged by lectures, topical study and discussions. In the Winter Term the same work was continued with an elective class numbering thirty-nine. In the Spring term a class of thirty-two elected this study, and Molesworth's History of England was taken up, — a book which treats in a thorough and interesting manner the period of English Parliamentary history since the beginning of the Reform Bill agitation. The class was interested in this taste of recent English history, and went over about half the ground covered by Molesworth.

*Constitutional Law*, as presented by Cooley, was studied by a class of fourteen Seniors and two special students during the Fall Term, three hours a week.

Lectures were also given upon the successive administrations, for fifty years after the adoption of the Constitution, to show the practical working of the government and the development of legislation. Some comparisons were also instituted between our constitutional principles and those of England.

### ROMAN LAW

was taught by Mr. George H. Fall, a graduate of the College and of the Law School, to a class of fourteen members, — ten from the Junior Class, two from the School of Theology, and two special students.

The instruction was given by lectures, the substance of which the class took by dictation. In connection with the lectures, the students used an English text-book on the subject, recently prepared by Dr. William A. Hunter. Examinations covered both lectures and text-book.

Two distinct objects were in the mind of the instructor: First, to show the historical and logical development of Roman thought, from the earliest times until the imperative form or results of such thought are embodied in the Twelve Tables, and to indicate the progress of ideas in their evolution through the *Jus Civile* onward into the larger world of the *Jus Gentium*, until at length they came to a stand-still under the Justinian codification.

The second aim was to give a fair working idea of the Roman Law, as it actually existed in the time of Papinian. For this work Dr. Hunter's book is admirably adapted.

Two facts may reveal the importance of this study: Roman Law is the leading channel through which ancient ideas of civil life are transmitted to modern times, and the laws of the greater part of Europe and of America are built upon Roman Law. Sir Henry Maine's statement is full of significance: "By mastering the elements of Roman Law, we gain the key to International Law, public and private, and to the civil law of nearly all Europe." The lecturer upon this subject is desirous that the course be extended to cover two terms.

### ANGLO-SAXON,

which is henceforth to be taught by the same instructor who has the courses in German, was taught, as for three years past, by Mr. Lindsay Swift. The course

was by special request extended through the Spring Term in addition to the Winter. The class numbered six the first term, and five the second. The text-books used were March's Anglo-Saxon Reader and Hadley's Brief History of the English Language; and during the Spring Term the epic Beowulf was attempted with satisfactory results.

The aim of the instructor has been to secure a working acquaintance with the Grammar sufficient to make reading practicable. The classes have been faithful in this difficult study, and even enthusiastic. The course needs to be extended through a second term permanently, in order that students may have a fair start in the language.

### SANSKRIT.

Four young women took the course in Sanskrit during the Fall Term, three of whom have continued it throughout the year. They have covered most of the ground in Whitney's Sanskrit Grammar and have read about twenty pages in Lanman's Sanskrit Reader.

Two young women pursued a post-graduate course in Sanskrit during the Fall and Winter Terms, and one has continued it through the year, completing the selections in Lanman's Reader, with a few exceptions.

### GEOLOGY.

One of the most attractive of the scientific courses, as it is presented by Professor W. H. Niles, of the Institute of Technology, was necessarily omitted from the list of Junior electives the past year. The course will therefore be given by him to a joint class of Seniors and Juniors in the Winter Term of 1889, so that no loss will be felt.

### ELOCUTION.

Professor S. S. Curry, who has had charge of this work, closed his connection with the College at the end of the past academic year. Having availed himself of the very best sources in Europe and America for thorough information upon his department, he brought to his work in the College rare enthusiasm and knowledge. A large amount of gratuitous labor was done by him for the students under his charge. His method was not simply to train the vocal organs, but to treat the voice as a means of expressing feeling, thought and character, and to impress upon his classes the necessity of *being* and *feeling* what is to be vocally expressed. Professor Curry had the Freshman and Junior Classes one hour a week each throughout the year.

### ETHICS,

taught by the Dean, is required work for the Junior Class in the Spring Term.

There were thirty-one Juniors, three Seniors, and eight special students. President Porter's book on Ethics was used as a basis, and lectures were given from week to week upon the history of the development of ethical thought, with comparative views of the great national types which antedated Christian morals.

## EVIDENCES OF CHRISTIANITY.

This subject is required work for the Seniors in the Winter Term. The class numbered thirty—twenty-seven Seniors, one Junior and two special students.

The course was given by the Dean in the form of lectures. In method of presentation the aim was to meet the modern forms of unbelief. Redford, Fisher, Storrs and Bruce, among other modern writers upon Apologetics, were freely consulted and used.

## THE DEPARTMENT OF PHILOSOPHY

is under the guidance of Professor B. P. Bowne. His method of instruction is largely by lectures. In the case of Psychology, Theism and Metaphysics his own works upon these subjects are in the hands of the classes; and yet the books are used with much freedom. A large amount of material in the way of illustration and amplification is added to the text by an easy, oral method. The courses in philosophical study have proved attractive to the students of the School of Theology, as an increasing number reporting each year indicates. The following paragraphs show the order in which the philosophical work is arranged, and the numbers in the classes.

*Psychology*—prescribed work in the Fall Term of Junior year, five hours a week. Whole number of students forty-eight; six theological students and one post-graduate.

*Logic*—prescribed work in the Winter Term of Junior year, five hours a week. Whole number in the class, forty-seven: seven theological students and one post-graduate.

*Theism*—prescribed work in the Fall Term of the Senior year, four hours a week. Whole number of students, twenty-nine: three theological students and one post-graduate.

*Philosophy of Ethics*—an elective study of the Fall Term, Senior year, two hours a week. Whole number in the class, nineteen: two theological students.

*Metaphysics*—an elective study of the Winter Term, Senior year, four hours a week. Whole number in the class, thirteen; two theological students and one post-graduate.

*Theory of Knowledge*—an elective study in the Spring Term, Senior year, three hours a week. Whole number in the class, twenty-eight: five theological students and one post-graduate.

*History of Philosophy*—an elective study in the Spring Term, Senior year, five hours a week. Whole number in the class, nine: three from the School of Theology.

The Isaac Rich, the University, and other Scholarships continue to serve the important ends for which they were established. The list of incumbents of the Rich Scholarships the first three years was given in the

Twelfth Annual Report; for the three years since elapsed the following is the record:

**FOURTH YEAR, 1885-1886.**

Foy S. Baldwin,	Theodora A. Bohnstedt,
George H. Bolster,	Margaret G. Bradford,
Ernest W. Branch,	Ina C. Brooks,
William M. Brigham,	Minnie R. Byron,
Jesse G. Cramer,	Alexandrine E. Chisholm,
Lewis N. Cushman,	Mabelle S. Clarke,
Liverus H. Dorchester,	Helen G. Coburn,
John C. Ferguson,	Julia N. Cole,
Benjamin C. Gillis,	Mabel I. Dyer,
Lawrence B. Greenwood,	Mary E. Emerson,
Joseph C. Hagar,	Alice Mae Frost,
Ernest A. Johnston,	Mary I. Goldthwaite,
Charles D. Jones,	Clara A. Johnson,
Emerson A. Kimball,	Lillian S. Knight,
Franklin R. Magee,	Martha L. Roberts,
Frank J. Metcalf,	Dency T. M. Root,
George M. Newhall,	Sara S. Sanger,
Stephen S. O'Brien,	Josephine H. Short,
Edward A. Perkins,	Gertrude E. Small,
Wilbur E. Soule,	Florence I. Stewart,
Henry F. Spencer,	Grace L. Wing,
Wales R. Stockbridge,	Frank I. Wheat,
William A. Sullivan,	Thomas Whiteside,
Abby B. Bates,	Arthur H. Wild,
Sarah Belcher,	Bertha G. Young.

**FIFTH YEAR, 1886-1887.**

Foy S. Baldwin,	Alice E. Bartlett,
Edward S. Barkdull,	Abby B. Bates,
Charles W. Blackett,	Sarah L. Bird,
Ernest W. Branch,	Margaret G. Bradford,
William M. Brigham,	Susan S. Brayton,
William M. Crawford,	Almira Bixby,
Frank P. Cushman,	Minnie R. Byron,

Lewis N. Cushman,  
Stephen Emery,  
Warren E. Fisher,  
Benjamin C. Gillis,  
Lawrence B. Greenwood,  
Ernest A. Johnston,  
George F. Kenney,  
Emerson A. Kimball,  
William B. Locke,  
Franklin R. Magee,  
Charles D. Meserve,  
Clift R. Richards,  
John W. Spencer,  
George H. Spencer,  
Wales R. Stockbridge,  
William A. Sullivan,  
Frank I. Wheat,  
Arthur H. Wild,  
Thomas Whiteside,  
Bertha J. Atwater,

Mabelle S. Clarke,  
Helen G. Coburn,  
Julia N. Cole,  
Mabel I. Dyer,  
Alice M. Flagg,  
Alice Mae Frost,  
Mary L. Hinckley,  
Martha Hoag,  
Josephine Howard,  
Rosetta M. Munroe,  
Florence L. Nichols,  
Dency T. M. Root,  
Gertrude E. Small,  
Florence I. Stewart,  
Althea V. Sleeper,  
Lillian M. Tudbury,  
Mary J. Wellington,  
Grace L. Wing,  
Bertha G. Young.

#### SIXTH YEAR, 1887-1888.

Foy S. Baldwin,  
Charles W. Blackett,  
John E. Bowman,  
Ernest W. Branch,  
Fred W. Cobb,  
William M. Crawford,  
Frank P. Cushman,  
Stephen Emery,  
Warren E. Fisher,  
George B. Fiske,  
Benjamin C. Gillis,  
Lawrence B. Greenwood,  
Willis B. Holcombe,  
Arthur L. Janes,  
Ernest A. Johnston,  
George F. Kenney,

Alice E. Bartlett,  
Sarah L. Bird,  
Almira Bixby,  
Annie E. Boardman,  
Susan S. Brayton,  
Mattie O. Carter,  
Helen G. Coburn,  
Hattie L. Chase,  
Cora S. Cobb,  
Bloomie P. Crook,  
Dora J. Dadmun,  
Fannie B. Dillingham,  
Mabel I. Dyer,  
Alice Mae Frost,  
Harriet L. Goodridge,  
Frances J. Hall,



Emerson A. Kimball,	Lillian G. Hayden,
William B. Locke,	Mary L. Hinckley,
Franklin R. Magee,	Martha Hoag,
William S. Perrine,	Frances J. Hall,
Clift R. Richards,	Eva E. Kenerson,
Wilbur E. Soule,	Lillie T. Lewis,
George H. Spencer,	Lucie M. Mears,
Henry F. Spencer,	Mabel O. Mills,
Wales R. Stockbridge,	Lillian J. Newhall,
Charles S. Tuthill,	Eleanor D. Pond,
Henry W. Walker,	Eliza C. Root,
John Wenzel,	Althea V. Sleeper,
Samuel E. Whitaker,	Gertrude E. Small,
Thomas Whiteside,	Florence I. Stewart,
George F. Willett,	Lillian M. Tudbury,
George A. Wilson,	Bertha G. Young.

The following were appointed to the University Scholarships established in the year 1887.

Frank N. Bemis,	Charles K. Jenness,
Harry G. Butler,	Daniel Richards, Jr.,
Arthur C. Downes,	Charles T. Snow,
Fred W. Eldridge,	William B. Varnum.
Wilbur T. Hale,	

APPOINTMENT TO THE WARREN SCHOLARSHIP.

Annie M. Warren.

APPOINTMENT TO THE WASHINGTON SCHOLARSHIP.

Margaret S. Wolhaupter.

APPOINTMENT TO THE WOODVINE SCHOLARSHIP.

George R. Hoskins.

Additional Scholarships are much needed. The present year from worthy candidates there were nineteen applications that could not be met. A few generous

friends have contributed each an Annual Scholarship for one of the number, and it is hoped that the list of these in the next Report may be of encouraging length.

### THE COLLEGE OF MUSIC.

This department is now in its seventeenth year. It is the oldest institution of its grade and character in the Anglo-Saxon world. Pending the arrival of its needed endowment, a rapid growth is not to be expected. Its friends are gratified that under all the circumstances it has been enabled to accomplish what it has. No institution in the Old World, without State aid or funded endowments, has ever educated in the same number of years and with equal thoroughness, as many pupils as this College with its associated Conservatory. Its work abundantly deserves that pecuniary recognition from the State which at once rewards uncommon manifestations of public spirit, and renders new manifestations of the same sort possible.

The College of Music in London, which is six years younger than ours, and of whose founding some account was given in our Fifth Annual Report, has recently received the gift of a free site of great value upon one of the finest parks of the city.

On the Continent, in Europe, it would probably be impossible to find even a Conservatory of any historic note or international recognition which has not been built up by State subsidies.

The Trustees of the New England Conservatory have taken measures to petition the Massachusetts Legislature the present session for the sum of three hundred thousand dollars with which to cancel the debt now rest-

ing upon their property. Should the application prove successful—as is certainly to be hoped—there will then be a brighter prospect for the College of Music and for its liberal endowment by private benefactions.

The only important changes in the Faculty of the College were the resignation of Professor Apthorp, after long and faithful service; the appointment of Professor Louis C. Elson in his stead; the addition of Professor Carlyle Petersilea, late head of the Petersilea Academy of Music in this city, and the addition of Mr. Charles E. Tinney, late of St. Paul's Cathedral, London, Professor of Voice, Oratorio and Church Music.

#### THE COLLEGE OF AGRICULTURE.

According to the just-rendered report of President Goodell, the Agricultural College has at present one hundred and forty-eight students—a larger number than ever before, with a single exception.

Apart from these, the whole number who have been connected with the College is seven hundred and forty-five, of whom two hundred and eighty-five were graduated. Of these graduates, one hundred and twenty-three are now engaged in agriculture or allied pursuits; civil or mechanical engineering, fourteen; editors, two; doctors, fourteen; clergymen, four; students, twelve; teachers, thirteen; lawyers, ten; business, sixty-six; druggists, four; miscellaneous, twelve; unknown, thirty. Of the four hundred and fifty-eight non-graduates most are engaged in agriculture.

In the University fifteen were promoted to the Degree of Bachelor of Science in 1887, and twelve in 1888.

During the past year large outlays have been made

for repairs and improvements. Drop-scaffolds have been erected in the barn, largely increasing its storage capacity, the whole roof has been re-shingled, and the cellar floor concreted with Portland cement. The drill hall has been sheathed to the peak, furnished with hot-water heating apparatus, and repainted. The laboratory, the boarding house, and the two cottages occupied by members of the Faculty have also been thoroughly renovated. A new furnace has been placed in the smaller of the two greenhouses and both have been repaired and painted.

In addition to the ordinary instruction, experiment has been made of inviting gentlemen not connected with the College to lecture on special topics to those pupils fitted by previous study profitably to listen to them, the lecture being followed by a general discussion in which the students themselves participate. The greater part of these lectures have been delivered before the Senior and Junior Classes, while a few have been open to the whole College. The value of this instruction has been very apparent. Though the material was the same as that used in ordinary instruction, yet the presentation of it in a different light by different individuals, — by men who had made it a careful study, — renewed the interest of the student and awakened inquiry. The following is a list of the topics discussed the first year, and of the gentlemen taking part : —

Prof. Benjamin K. Emerson of Amherst College, — Two lectures on the Nebular Hypothesis.

Mr. Henry T. Fernald of Johns Hopkins University, — Two lectures on the Origin of Life.

Prof. John M. Tyler of Amherst, — Ten lectures on Evolution.

Mr. John M. Smith of Sunderland, — Feeding Stock.

- Hon. Thomas P. Root of Barre,—Cheese-making.  
 Mr. C. M. Winslow of Brandon, Vt.,—Ayrshire Cattle.  
 Mr. E. F. Bowditch of South Framingham,—Guernsey Cattle, Raising of early Lambs for Market.  
 Mr. Frederick L. Houghton of Putney, Vt.,—Holstein-Friesian Cattle.  
 Hon. Edward Burnett of Southborough,—Jersey Cattle.  
 Hon. William R. Sessions of Hampden,—Dairy Shorthorns.  
 Mr. Oscar Ely of Holyoke,—Milk Production.  
 Col. Henry W. Wilson of Boston,—Three lectures on Irrigation.  
 Joseph E. Pond, Esq., of North Attleboro,—Honey and the Care of Bees.  
 Mr. W. W. Rawson of Arlington,—Market Gardening.  
 Dr. Austin Peters of Boston,—Abortion in Cows: Castration of Domestic Animals.  
 Mr. William H. Bowker of Boston,—Homœopathy in Agriculture.  
 Dr. William H. Dall of Washington, D. C.,—Alaska and its Resources.

The most important advance step, however, has been the organizing in the College of the new Hatch Experiment Station in accordance with the provisions of recent Congressional and State legislation. This is of such general interest that a full account of its origin and plans is here submitted. The bearing of the new department upon the educational possibilities of the College are too obvious to need remark.

The full text of the Act passed by Congress February 25, 1887, under which the Hatch Experiment Station of the Massachusetts Agricultural College was established, is as follows:—

PUBLIC. NO. 112. An Act to establish agricultural experiment stations in connection with the colleges established in the several states under the provisions of an Act approved July 2, 1862, and of the Acts supplementary thereto.

SECTION 1. Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that in order to aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science, there shall be established, under direction of the college or colleges, or agricultural department of colleges, in each state or territory established, or which may hereafter be established, in accordance with the provisions of an Act approved July 2, 1862, entitled "An Act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts," or any of the supplements to said Act, a department to be known and designated as an "agricultural experiment station": Provided, that in any state or territory in which two such colleges have been or may be so estab-



lished, the appropriation hereinafter made to such state or territory shall be equally divided between such colleges, unless the legislature of such state or territory shall otherwise direct.

SEC. 2. That it shall be the object and duty of said experiment stations to conduct original researches or verify experiments on the physiology of plants and animals; the diseases to which they are severally subject, with the remedies for the same; the chemical composition of useful plants at their different stages of growth; the comparative advantages of rotative cropping as pursued under a varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soils and water; the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effect on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of the different kinds of food for domestic animals; the scientific and economic questions involved in the production of butter and cheese; and such other researches and experiments bearing directly on the agricultural industry of the United States as may in each case be deemed advisable, having due regard to the varying needs and conditions of the respective states or territories.

SEC. 3. That in order to secure, as far as practicable, uniformity of methods and results in the work of said stations, it shall be the duty of the United States Commissioner of Agriculture to furnish forms, as far as practicable, for the tabulation of results of investigation or experiment; to indicate, from time to time, such lines of inquiry as to him shall seem most important; and, in general, to furnish such advice and assistance as will best promote the purposes of this act. It shall be the duty of each of said stations, annually, on or before the first day of February, to make to the governor of the state or territory in which it is located, a full and detailed report of its operations, including a statement of its receipts and expenditures, a copy of which report shall be sent to each of said stations, to the said Commissioner of Agriculture, and to the Secretary of the Treasury of the United States.

SEC. 4. That bulletins or reports of progress shall be published at said stations at least once in three months, one copy of which shall be sent to each newspaper in the states or territories in which they are respectively located, and to such individuals actively engaged in farming as may request the same, and as far as the means of the station will permit. Such bulletins or reports, and the annual reports of said stations, shall be transmitted in the mails of the United States, free of charge for postage, under such regulations as the Postmaster-General may from time to time prescribe.

SEC. 5. That for the purpose of paying the necessary expenses of conducting investigations and experiments and printing and distributing the results as hereinbefore prescribed, the sum of \$15,000 per annum is hereby appropriated to each state, to be specially provided for by Congress in the appropriations from year to year, and to each territory entitled under the provisions of Section eight of this act, out of any money in the Treasury proceeding from the sales of public lands, to be paid in equal quarterly payments on the first day of January, April, July and October in each year, to the treasurer or other officer duly appointed by the governing boards of said colleges to receive the same, the first payment to be

made on the first day of October, 1887: Provided, however, that out of the first annual appropriation so received by any station an amount not exceeding one-fifth may be expended in the erection, enlargement, or repair of a building or buildings necessary for carrying on the work of such station; and thereafter an amount not exceeding five per centum of such annual appropriation may be so expended.

SEC. 6. That whenever it shall appear to the Secretary of the Treasury, from the annual statement of receipts and expenditures of any of said stations that a portion of the preceding annual appropriation remains unexpended, such amount shall be deducted from the next succeeding annual appropriation to such station, in order that the amount of money appropriated to any station shall not exceed the amount actually and necessarily required for its maintenance and support.

SEC. 7. That nothing in this act shall be construed to impair or modify the legal relation existing between any of the said colleges and the government of the states or territories in which they are respectively located.

SEC. 8. That in states having colleges entitled under this section to the benefits of this act, and having also agricultural experiment stations established by law separate from said colleges, such states shall be authorized to apply such benefits to experiments at stations so established, by such states; and in case any state shall have established, under the provisions of said act of July 2, aforesaid, an agricultural department or experimental station in connection with any university, college, or institution not distinctively an agricultural college or school, and such state shall have established or shall hereafter establish a separate agricultural college or school, which shall have connected therewith an experimental farm or station, the legislature of such state may apply in whole or in part the appropriation by this act made, to such separate agricultural college or school; and no legislature shall, by contract, express or implied, disable itself from so doing.

SEC. 9. That the grants of monies authorized by this act are made subject to the legislative assent of the several states and territories to the purposes of said grants: Provided, that payments of such instalments of the appropriation herein made, as shall become due to any state before the adjournment of the regular session of its legislature meeting next after the passage of this act, shall be made upon the assent of the governor thereof, duly certified to the Secretary of the Treasury.

SEC. 10. Nothing in this act shall be held or construed as binding the United States to continue any payments from the Treasury to any or all the states or institutions mentioned in this act; but Congress may, at any time, amend, suspend or repeal any or all of the provisions of this act.

The General Court [chap. 212 or the Acts and Resolves of 1887] accepted this grant for the State of Massachusetts in the following terms:

An Act to accept an annual appropriation of money by the Congress of the United States for the support of Agricultural Experiments within the Commonwealth.

SECTION 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Massachusetts, in General Court assembled: The Common-

wealth of Massachusetts hereby assents to and accepts a grant of monies to be annually made by the United States, as set forth and defined in an act of Congress, entitled an "Act to establish agricultural experiment stations in connection with the colleges established in the several states, under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto,"—said act designated Public No. 112, being passed at the second session of the Forty-ninth Congress and approved March 2, 1887, and upon the terms and conditions contained and set forth in said act of Congress.

SEC. 2. The Governor of the Commonwealth is hereby authorized and instructed to give due notice thereof to the Government of the United States. Approved April 20th, 1887.

At a regularly called meeting of the Trustees of the Massachusetts Agricultural College, held at the office of the Secretary of the Board of Agriculture, Boston, March 2d, 1888, it was voted to establish another department to be styled "The Experiment Department of the Massachusetts Agricultural College" (the name was subsequently changed to the "Hatch Experiment Station of the Massachusetts Agricultural College," to prevent confusion with the State Agricultural Experiment Station already located on the college grounds), and a committee, consisting of the Committee on Farm and Horticultural departments, together with such other members of the Trustees as were members of the Board of Control of the State Experiment Station, was appointed with full executive powers.

At a meeting of this Committee held in Amherst, March 10th, 1888, the organization of the Station was completed and the following officers appointed:

HENRY H. GOODELL, <i>Director</i> ,	CLARENCE D. WARNER, <i>Meteorologist</i> ,
WILLIAM P. BROOKS, <i>Agriculturalist</i> ,	FRANK E. PAIGE, <i>Treasurer</i> ,
SAMUEL T. MAYNARD, <i>Horticulturist</i> ,	J. HOWE DEMOND, <i>Auditor</i> ,
CHARLES H. FERNALD, <i>Entomologist</i> .	

Recognizing the fact that the equipment and facilities of the State Agricultural Experiment Station enabled it to make, more economically and effectively such chemical investigations as might from time to time arise, than could be done at the college, without a large outlay for apparatus and other necessary appliances, the committee entered into an agreement with the Board of Control of the State Experiment Station, in consideration of the payment of \$5,000 annually, to perform the chemical work demanded. The results of all investigations paid for by any surplus of money not required for chemical purposes, to be published in the bulletins of the Hatch Experiment Station, as also in those of the state, if desired.

Owing to the failure of Congress to appropriate the sums of money called for in bill approved March 2, 1887, it was April of the following year before the stations could engage in any original work, and but three months then remained before the close of the fiscal year. The work, therefore, has been largely that of preparation and equipment. In the horticultural department a new greenhouse has been erected, in which, side by side, the comparative merits of hot water and

steam for heating purposes are to be tested. The walls have been built in sections, to test the value of different materials and different methods of construction. Investigations of the adaptability of new varieties of fruit to this latitude continue to be carried on, as also the effects of different kinds of fertilizers. In the entomological department breeding cages have been constructed, and the life histories of noxious and beneficial insects carefully studied. The economic value of these investigations cannot be too highly appreciated. Damage to the amount of sixty millions of dollars, it is estimated, is annually done to our crops by insects, and the only effectual way in which sure results can be reached for combating their inroads is, by studying them through all their transformations up to the perfect insect. For this purpose a small greenhouse is imperatively demanded, at an outlay of say fifteen hundred dollars, in which the plants can be grown on which their enemies feed, and the life history of the insect studied at the same time that trial is made of different remedies for destroying it. The funds of the station will not admit of the erection of such building, and the field of work must be in consequence, greatly restricted. Experiment has been made of different insecticides and the most economical and best methods of application. In the meteorological department, a full set of self-recording instruments has been purchased and placed in position, and an accurate record of all meteorological phenomena will be kept. The amount of rain fall and snow; the pressure and temperature of the atmosphere; the quantity and intensity of sunlight; and the direction, force and velocity of the wind, will be carefully observed. During the year, three bulletins have been issued, and sent free to any person interested or engaged in farming pursuits, desiring to receive them. The subjects especially reported upon have been the best methods of protecting fruit buds from the extreme cold of our New England climate; the different kinds of fruit best adapted to our state; the effect of different fertilizing elements upon the time of maturing of crops; the results obtained from the use of various insecticides; illustrated descriptions of the beetle attacking corn; the jumping sumach beetle; the bud moth; the grape-vine leaf hopper; and a discussion of bovine tuberculosis in its relations to public health.

### THE SCHOOL OF THEOLOGY.

In this department the most notable new features of the year were the Lecture Courses delivered by two distinguished Christian ministers, both of whom have since been elevated to the episcopate. The first was by Rev. John H. Vincent, S. T. D., Chancellor of the Chautauqua University, whose topics were as follows:

- I. The Minister as a Teacher of Children.
- II. The Minister as a Teacher of Young People.
- III. The Minister as a Teacher of Adults.
- IV. The Minister as a Teacher of Teachers.

Large audiences, of rare quality, attended upon the speaker from the beginning to the end of the series.

The second was a course on Christian Missions, given by Rev. James M. Thoburn, S. T. D., many years missionary in India, and now Missionary Bishop of India and Malaysia. In connection with the daily lecture there was held a Missionary Convention for students. Each day of the week conferences were held for the consideration of miscellaneous missionary topics and fields, for the answering of questions, for prayer and praise with respect to missionary interests. In these, a number of returned missionaries took part, each contributing from the stores of his own experience. Despite the unprecedented blizzard which blocked the railroads for days, preventing the coming of many who had planned to be present, the attendance was remarkably good. Nearly a score voluntarily pledged themselves for future mission service should they be needed, and all received information and impulses that will be of great service to the cause wherever their providential lot may be cast. The lectures were soon after published in New York, with a similar course previously given by the same lecturer in Evanston, Ill.

The usual course of lectures on Missions the preceding year was delivered by Rev. Stephen A. Baldwin, S. T. D., of the class 1858, many years missionary in China, and at this time first Vice President of the University Convocation. In June last, to fill the vacancy occasioned by the promotion of Dr. Fitz Gerald to the episcopacy, he was appointed Recording Secretary of the Missionary Society of the Methodist Episcopal Church, which important office he now holds. The course of lectures was one which well deserves repetition in other institutions.



The annual address before the School on Matriculation Day was delivered by William North Rice, Ph. D., Professor of Biology in Wesleyan University. It discussed the relations of Science and Religion, and was printed in full in the Supplement to *The Christian Advocate*, New York, issued Jan. 26, 1888. A separate edition has since appeared. An *Advocate Supplement*, issued the twenty-eighth of the preceding July, presented a handsome cut of the new Hall of the School, together with a descriptive article.

Twelve special lectures, or addresses, of a practical character, were given before the School by the following speakers :

Bishop E. G. Andrews, of New York.

The Rev. W. N. Brodbeck, S.T.D., Tremont St. Methodist Episcopal Church.

The Rev. Phillips Brooks, S.T.D., Rector of Trinity Church.

The Rev. Daniel Dorchester, S.T.D., Roslindale Methodist Episcopal Church.

The Rev. A. B. Earle, Evangelist.

Bishop R. S. Foster, S.T.D., LL.D., of Boston.

The Rev. A. J. Gordon, S.T.D., Clarendon St. Baptist Church.

The Rev. David Gregg, S.T.D., Park St. Congregational Church.

The Rev. Alexander Mackenzie, S.T.D., Shepard Church, Cambridge.

The Rev. Hugh Montgomery, Agent No-License League.

The Rev. George Lansing Taylor, S.T.D., Brooklyn, N. Y.

The Rev. Frederick Woods, Walnut St. Church, Chelsea.

In each case, it was a free-will service, highly appreciated by both students and faculty.

Professor Mitchell was excused from service a part of the year to enable him to visit Egypt and the Holy Land. Apart from some slight changes thus occasioned, the courses of instruction were as represented in the last Annual Report.

To the Library of the School more than a thousand select volumes were added from the recently-acquired Bradford K. Peirce collection. Precious gifts are gratefully acknowledged from Henry P. Torsey, D.D., LL.D., of Maine, and from Rev. Silas E. Quimby, A.M., of New Hampshire. Valuable purchases, chiefly of foreign works, were made from the income of the Alumni Library Fund.

In Annual Reports of the kind here attempted the usually unrecorded and perhaps unrecordable things connected with the invisible and interior life of an institution are often of greater significance, and, in truth, of greater historic value, than even the statistical facts whose presentation year by year seems so important. And as the spirit and inner life of a social body are often more vividly reflected in its private words than in its more formal and public ones, it may be of interest to future generations, if not to the present, to find in this place a reproduction of the remarks addressed by the representative of the Faculty to the students on their first assembling at the beginning of the year. The following, with the omission of a few words of greeting, was substantially the address :

Upon the wall of the dining hall of the convent of San Marco, at Florence, is one of the most beautiful of pictures. The subject is "Providence," or, as it is often called, "St. Dominick's Supper." The legend which it illustrates is to this effect, that in the days of St. Dominick, while he was living in the monastery of Santa Sabina at Rome, the Lord sent upon him a severe trial of faith. As founder of a new order of preaching friars, he had gathered his disciples about him, forty in number, and with them was endeavoring to attain to the highest mediæval ideals of Christian piety. Day by day the brethren fasted, and prayed, and studied, and went forth into the city to preach and to beg their daily food. Never had they returned without supplies. One evening, however, to their grief and consternation, all returned to the convent with empty baskets. None had had aught to eat during the entire day, and the darkness of night had now fallen. Great was their distress and discouragement, when St. Dominick, hearing their

report, ordered all to come into the refectory and take their usual seats at the table. When all were in their places, the holy man lifted his hands and eyes to heaven and pronounced the customary blessing, when lo! as he spoke, two shining angels of God glided around the board, the one with a basket of bread, the other with a pitcher of wine, and leaving the table loaded with abundance, vanished out of sight. As the brethren sat in mute amazement, St. Dominick stretched out his hands and said calmly, "My children, eat what God hath sent you;" and as with awe and gladness they obeyed, "they found it truly celestial food the like of which they had never tasted before."

Brethren, that rich and time-mellowed picture has been before my inner eye ever since I came into this room. Each one of us professors, at whose tables in the lecture rooms you are soon to gather, is in the same extremity as was St. Dominick. As we look in your eager faces, and note your manifest hunger for truth and spiritual life, we are saying within ourselves, Whence shall come the bread of truth, and the wine of the Spirit to fill and satisfy so great a multitude? This first and most essential food, this first and most essential drink, are not to be found in any vault or store-room of this building. Our tables and desks are perfectly bare and empty. You have come in with unfilled baskets from the world in which you have vainly begged such gifts. We who are to teach you would be in despair, had we not faith in a heavenly refectory. In our Father's house there is bread enough and to spare. So our first act this opening day of an opening year, is to gather here in the consciousness of our absolute want and absolute dependence, and say, as Christ has taught us: "Give us this day our daily bread."

And as we who teach begin, so we expect to continue. We expect to be as destitute, as unable to feed your minds and hearts with the heavenly food, to-morrow as to-day. Every day as we take our places at our desks, we expect to find them bare and empty; but as we look up and bless our Lord, and await His help, we expect to see the table spread by invisible hands, and to see your souls satisfied with invisible nourishment. Perhaps you do not believe it, but I believe that angels of God are going to move through these halls and rooms many a time this coming Winter. I do not believe in legends, but I believe in God's Word; and it is God's Word which says: "Are they not all ministering spirits sent forth to minister for them who shall be heirs of salvation?"

And now if we, your teachers, after so many years of Christian living and striving and working, feel thus absolutely dependent upon the present and constant help of God, ought not you who are younger and less experienced to begin to institute a little self-examination? If you have come here saying, after the manner of men, "I can do this," and "I can do that"—if possibly you have come saying, "With my preparation I could master the whole curriculum in two years or one year"—what ought to be the inference? The inference ought to be, and in the minds of your teachers is, that as yet you know nothing, absolutely nothing, as to the real purpose for which our Lord has brought you hither, and that you are as ignorant of your true needs as you are of that purpose. And the more you cherish any vague notion that some way you are superior to others, and can do what others cannot do, the more difficult is it going to be for you to be taught of God, or ever to do anything in His ministry as it ought to be

done. Of all men you are the one who needs to stay here longest—the one who needs to linger and listen, and linger and listen, until that heavenly whisper is distinctly heard, believed and welcomed: “Without Me ye can do nothing.”

One other word. This house belongs to our Lord Jesus Christ. He occupies it—every part of it. He has opened its sacred doors to you, that you may dwell with Him for a little season and learn of Him. He is willing not only to meet you wherever two or three are met together, but also to commune with you individually in the solitude of the closet. Precious privilege! But sometimes He will make an unexpected call when you feel unready to see Him. Sometimes you will feel that His steady inspection of your thoughts, desires and acts is more than you can bear. Sometimes in the silent night you will almost say, “Would that His eye sometimes slumbered or slept!” But all the same, you will be day and night in His sight, every moment giving Him joy or giving Him grief. Are you equal to such a life, to such a guestship, as this? Can you dwell joyfully in a house whose head and master is the Lord Jesus Christ, whose monitor is Christ, whose inspector of rooms and hearts and lives is Christ, whose very night watchman is Christ? Can you be ready without shock to meet Him unexpectedly, at any time, in these His own hallways, or in the room which He has prepared for you? If you can, you are the pupil He wants; if you cannot, you are where you do not belong, and the sooner you admit the fact the better. “*Procul, O procul, este profani!*”

Brethren, it is a temple in which your Lord here places you—a temple whose sacrifices of praise and prayer are rising, not only morning and evening, but also at almost every moment of the live-long day. In other years there have always been a few who came with no appropriate realization of the fact, that they were entering upon a new life, that they were entering an abode entirely different from any ever occupied before. I hope this year will prove an exception. Sometimes I have wished that there were houses of probation, to which all candidates for this house should be sent for testing and for careful preparation for the sweet and blessed and holy life of this temple of the Lord.

Many thoughts which I should like to utter, press in upon me, but if by stopping here I can leave that one already uttered the clearer and the more deeply impressed, I shall do well to stop. God help that in all the year to come, whether you eat or drink, or study or pray, all may be done in the name of the Lord Jesus, and in the constant recollection of His presence!

The number of students in attendance was greater than in any previous year in the entire history of the School, namely one hundred and seventeen.

Seven post-graduate students represented the four following Theological Seminaries:

Boston University School of Theology . . . .	4
Drew Theological Seminary . . . . .	1
Oberlin Theological Seminary . . . . .	1
United Presbyterian Seminary . . . . .	1

Forty Colleges and Universities were represented as follows :

- Albion College, by one Bachelor of Arts and one Master of Arts.
- Alleghany College, by one Bachelor of Arts.
- Baker University, by one Bachelor of Arts.
- Baldwin University, by two Bachelors of Arts.
- Baltimore City College, by one Graduate in Arts.
- Boston University by four Bachelors of Arts, and four Bachelors of Sacred Theology.
- Carlton College, by one Bachelor of Arts.
- Claflin University, by one Bachelor of Arts.
- Clark University, by one Bachelor of Arts.
- College of City of New York, by one Bachelor of Arts.
- Cornell College, by one Bachelor of Arts.
- DePauw University, by one Bachelor of Arts.
- Franklin College, by one Bachelor of Arts.
- Grant Memorial University, by one Bachelor of Arts.
- Hedding College, by one Bachelor of Science.
- Illinois Wesleyan University, by one Bachelor of Arts.
- Iowa Wesleyan University, by one Bachelor of Arts and one Bachelor of Science.
- Little Rock University, by one Bachelor of Arts.
- Livingston College, by one Bachelor of Science.
- Maine State College, by one Bachelor of Science.
- McKendree College, by one Bachelor of Arts.
- Mount Allison College, by one Bachelor of Arts.
- Mount Union College, by three Bachelors of Arts.
- National Normal University, by two Bachelors of Arts.
- Northwestern University, by one Bachelor of Arts.
- Oberlin College, by two Bachelors of Arts.
- Ohio Normal University, by one Bachelor of Arts.
- Ohio Wesleyan University, by ten Bachelors of Arts and two Masters of Arts.
- Simpson College, by one Bachelor of Arts.
- Syracuse University, by three Bachelors of Arts.
- University of Iowa, by one Bachelor of Arts.
- University of Michigan, by one Bachelor of Arts.



- University of the Pacific, by one Bachelor of Arts.
- University of Pennsylvania, by one Bachelor of Arts.
- University of Rochester, by one Bachelor of Arts.
- University of Wisconsin, by one Bachelor of Arts.
- Upper Iowa University, by one Bachelor of Arts.
- Wesleyan University, by two Bachelors of Arts and one Master of Arts.
- Western Reserve Seminary, by one Bachelor of Arts.
- Westminster College, by one Bachelor of Arts.

The number of these institutions is eleven greater than in the preceding year.

Last May the customary Quadrennial Report of the School was presented to the General Conference. It is printed in the Appendix to the Official Journal of the body, and, taken in connection with its predecessors, affords material valuable to the student of the progress of theological education in this country.

### THE SCHOOL OF LAW.

Omitting Graduate Students in the School of Law, the number in attendance in 1886-7 and 1887-8 was precisely the same, to wit, one hundred and forty-one. The former year, counting the Graduate Students attending lectures, the total was one hundred and seventy-seven.

The Annual Report of the Dean is herewith laid before you. From the following extract it will be seen that new courses of lectures are annually sought in addition to those regularly provided in our curriculum, and that distant schools are beginning to call upon us for a return of some of the loans we have made from time to time from other Faculties.

In October, 1886, Frank Goodwin, Esq., of Boston, was appointed lecturer on Real Property, and since that time he has continued to give instruction in that subject with constantly increasing advantage to the School. In the following January, Dr. John Ordronaux again delivered his lectures on Medical Jurisprudence, and also a course upon Constitutional Legislation, never before given, and one largely attended by the graduates.

In the year 1887-88, the only lectures given, beyond what may be called the usual course, were those on the History of the Common Law, by William G. Hammond, LL. D., Dean of the Law Department of Washington University, St. Louis, Missouri. During the year one of the Lecturers of this School, M. M. Bigelow, Esq., was likewise called upon to lecture elsewhere, viz: in the Law Department of the Michigan State University, where, in the Spring of 1888, he gave one course of lectures upon Real Property and another upon Equity. Another Lecturer here, James Schouler, Esq., has also been a lecturer for several years past at the National Law School, of Washington, D. C.

The Graduating Class of 1887 numbered forty-five, that of last year twenty-eight. Respecting these the Dean remarks:

Members of both graduating classes passed the bar examination in this and other States creditably, and many of them have already obtained a good position in their profession.

Each class included one woman among its graduating members; one of the two has been married, since graduation, to another graduate of the same class; the other immediately after graduation, passed one of the most creditable examinations for the Suffolk Bar, and is now practising her profession in this City.

The class of 1888 was somewhat smaller than for several years, but that fact is not deemed of sufficient importance to deserve any extended search for the causes of it, even if they could be discovered. The class was not at all below the average in quality.

The graduating class of the year 1889 promises to be fully as large as usual, if not larger.

In connection herewith, your attention is called to the suggestions of the Dean respecting the expediency of an occasional dispensation from the rule requiring three full years of legal study before graduation, and respecting the best means to prevent evil results from this flexibility of the law in the interests of essential equity.

The usual table showing lecturers, topics, recitations, attendance, etc., is found upon the following page.

TABLE OF LECTURES AND RECITATIONS. — 1887-88.

LECTURER.	SUBJECT.	Number of Lectures.	To Whom Delivered.	Number in Class.	Maximum Attendance	Minimum Attendance	Average Attendance	(R.) Required. (E.) Elective.	Average Attendance at Recitations on this Subject.	Number of Recitations.
E. H. & S. C. Bennett.	Agency.	12	Middle Y'r. Jrs.	70	38	32	35	R.	22	10
James Schouler, Esq.	Bailments.	23	Middle Year.	34	51	34	42	E.	No recitations.	
M. M. Bigelow, Esq.	Bills and Notes.	37	Middle Year.	34	55	24	42	R.	41	29
Dr. John Ordranax.	Constitutional Legislation.	9	Entire School.	177	99	39	68	E.	No recitations.	
The Dean.	Contracts.	59	Junior.	36	86	47	70	R.	56	36
The Dean.	Criminal Law.	21	Junior.	36	90	55	71	R.	28	6
Prof. Chas. T. Russell.	Evidence.	21	Senior.	66	46	33	38	R.	33	33
Prof. E. Mervin.	Equity.	50	Senior.	66	59	47	51	R.	28	47
Chas. F. Jenney, Esq.	Massachusetts Practice.	11	Senior.	66	40	26	34	E.	No recitations.	
Uriel H. Crocker, Esq.	Mass. Conveyancing.	10	Middle Year.	34	30	15	24	E.	No recitations.	
Dr. J. Ordranax.	Medical Jurisprudence.	9	Entire School.	177	82	58	69	E.	No recitations.	
Prof. Russell.	Pleading.	20	Senior.	66	56	45	51	R.	34	29
Frank Goodwin, Esq.	Real Property.	64	Middle Year.	34	69	17	41	R.	38	53
George R. Swasey, Esq.	Sales.	16	Junior.	36	76	53	65	R.	41	10
M. M. Bigelow, Esq.	Torts.	51	Junior.	36	74	58	66	R.	36	45
B. R. Curtis.	U. S. Courts Jurisdiction.	14	Senior.	66	52	36	46	E.	No recitations.	
J. H. Benton, Jr., Esq.	Railroad Laws.	11	Senior.	66	42	18	36	R.	No recitations.	

The exercises of the Moot Court were maintained throughout the year with the usual good results.

During the year 1886-7 the State reports of Michigan, Wisconsin and Maryland, and the earlier reports of Tennessee were added to the Library. Some sets of the other State reports were also completed. Some important additions to the collection were also made the past year, and the practice of keeping the room open in the evenings has been kept up.

The longest section of the Dean's Report is so powerful a plea for enlarged library facilities that it may well be reproduced at length.

I desire again to call the attention of the Trustees to the needs of the Library. Law Students must have access to the books in which the law is found. Students in this School are constantly advised to consult the books, and show a constantly increasing readiness to act upon such advice. Every addition to the Library itself, every increase in the facilities for using it, has been appreciated; and the Library should be ahead of its opportunities for usefulness rather than behind them.

As the course of study becomes more complete, students find it more necessary to study in the school building and in the Library-rooms.

Fifteen years ago the lectures were given irregularly, rarely more than one a day. To-day at least three lectures are given every day, and nearly every day three recitations in addition. Formerly, a majority of the students came to the lecture-hall, heard the lecture and went away. At present many students spend the larger part of the day at the school building, and when not actually attending lectures or recitations, in the School Library. The facilities for library work, although greater than formerly, have not increased with the demands upon the School, nor so rapidly as its interests require.

Every student ought to be offered opportunity to consult the reports of his own state; and the tuition fee of a single student for one year often more than equals the cost of the reports of his state. Graduates of the school are settling in every state of the Union, and fields from which students are drawn is constantly enlarging.

It is not probable that the most serviceable library can be had in any other way than by placing one in the possession and control of the School itself. Of the two other large law libraries in Boston, to which students are admitted upon any terms, one is established for, and owned by members of the bar, a private association. It is not open to students as such, and they can obtain admission only upon the request of a member. Even then, they are expected to use it only for the benefit of such member, and not for general purposes of study. The present accommodations of its library are limited, and the failure of students to observe the above rule often causes annoyance to the owners of the library.

It is not at all probable that even when moved into new quarters in the new Court House, students will be admitted with any more freedom.

Sometime since a formal request that our students be admitted upon payment of a fee was submitted to its Trustees. This request was deliberately considered, and it was concluded inexpedient to grant it. There is no reason to apprehend a different result should a similar request be again preferred. Under the present rules, only a small part of our students can obtain admission on any terms, the large majority being unable to procure the necessary certificate from a member of the association.

The other law library, above referred to, is that belonging to the Commonwealth. It is not intended for students' use, and its arrangement and regulations are not such as to render the law students' use of it convenient. Moreover, it is not lighted artificially and is closed at five o'clock, P. M.

The points to which efforts for the improvement of the library should be directed are, first, to obtain more books, especially the reports of the appellate courts of the various States, and second, to procure larger, more conveniently arranged and better ventilated rooms.

In concluding, the report presents certain weighty considerations respecting the practical advantages afforded in a Law School conducted upon the principles of our own, as compared with those supposed to be had in ordinary office training.

One respect in which it is often thought that a law school must necessarily be deficient, is that of practical work so-called; and it is to secure opportunities for such that students are often induced to enter an office, when such a step is apparently taken at a stage of their study too early to be consistent with the greatest advantage. A considerable portion of the office work in which a student is engaged could be taught in a Moot Court, and of course with more care and attention to the individual than in actual practice.

The advantages offered by a school over those of an office in all those respects, which are sometimes called theoretical, are generally conceded at the present day, and it is possible for a school also to afford many of the advantages of an office.

With our School located in Boston, whatever advantages are to be gained by attendance on the courts may be shared equally by the student in the School and those in the office. It is on the point of so-called "practical work" that the advantage of the office, if it has any, must rest.

Under this name is included such work as suing out writs, drawing declarations and other pleadings, both at law and at equity, drawing deeds and leases, and other papers for the transfer of property, and generally speaking that class of work which comes to the lawyer in practice, but which the student merely, is never obliged to perform. It may not be amiss to suggest that the "practical work" which the student sees is not all that goes on in the office, and that consequently the advantage of such work to him is not so great as the term might indicate. Much of the practical work of the law, the drawing of wills, for instance, is one



directly between counsel and client, and the student derives not so much benefit from the fact as he would to hear a lecture in a school on the proper method of drawing *all* wills.

### THE SCHOOL OF MEDICINE.

Medical schools in this country are of two kinds, those which are organically connected with a university, and those which stand alone. The service which has been rendered by the former class in improving this branch of professional education is very great. The grading of students into classes, and the extension of the courses of instruction from two years to three and four, with examinations for promotion from year to year, have been, so far as accomplished, almost entirely the work of the University Schools. The pioneer in this useful reform—as shown in an article entitled “Hopeful Symptoms in Medical Education,” published in our University Year Book for 1880—was the Chicago Medical College, the medical department of the Northwestern University. Founded in 1859, it had the honor of standing a full decade the solitary representative of a graded course of medical instruction. In 1869, in its statutes of organization, Boston University adopted for its School of Medicine, a graded course of three full years as a minimum. In 1871, Harvard University introduced a like curriculum and lent her powerful influence to the reform. The following year, Syracuse University organized a medical department upon the same plan, which was also followed in 1877 by the University of Pennsylvania. These institutions deserve grateful remembrance for their pioneer work in behalf of a reformed and improved education of physicians.

In the just issued Report of the United States Commissioner of Education, in an article entitled “Medical

Colleges and the Medical Profession," from the pen of Charles Warren, A. M., M. D., valuable tables and groupings of statistics may be found, which throw an important light upon the progress of this form of education, during the five years which followed the publication of our own paper. Happily they confirm in a gratifying manner the prognosis of 1880. Much, however, yet remains to be done. The medical schools now requiring a graded course, are but twenty-four "regular," and five "homœopathic"; while of those which do not require such a course, sixty-three are "regular," eight "homœopathic," ten "eclectic," and two "physio-medical." Calling the former group A, and the latter group B, Dr. Warren shows that of the total of graduates in the first five years of the present decade, eighty-three per cent. were graduated from schools in group B, as against seventeen per cent. from schools in group A. "This proportion," he remarks, "holds for the 'regular' graduates; but twenty-five per cent. of the 'homœopathic' were graduated from schools in group A."

None too strong is the comment: "This is a very serious matter indeed, when properly considered. The legitimate, ascertained, and least educated element in the increase of the medical profession, during the five years under review, were graduated from schools whose standard of attainment was much lower than that recognized in any foreign country, and lower even than the standard set by many schools in this country."<sup>1</sup>

The leading facts of interest in the recent history of our own School are given in the following annual report of the Dean, I. Tisdale Talbot, M.D.

<sup>1</sup> Report for the year 1886-87. pp. 1023-1030.

The following is a classification of the Students in the School:—

	Men.	Women.	Total.
Post-graduate, . . . . .	2	1	3
Four years' course,			
Fourth year, . . . . .	4	2	6
Third year, . . . . .	3	2	5
First year, . . . . .	3		3
Three years' course,			
Senior, . . . . .	19	13	32
Middle, . . . . .	19	6	25
Junior, . . . . .	25	11	36
Total, . . . . .	75	35	110

Twenty-two had previously taken degrees in arts—twenty per cent. of those in attendance.

In June, 1888, thirty-five received the degree of Doctor of Medicine, twenty-three of these were men, and twelve women. The degree Bachelor of Surgery was conferred upon four graduates, three men, and one woman.

### THE FACULTY.

At the close of the preceding year, 1886-7, the necessity arose for important changes in the Faculty. Several who had been efficient members from the beginning of the School, and had continued their work latterly at great personal sacrifice, were obliged to resign. Professor Mary J. Safford, Professor of Gynecology, was succeeded by her former assistant, Dr. Adaline B. Church; Professor Caroline E. Hastings, Professor of Anatomy, by Dr. J. P. Sutherland, as Lecturer; Professor Annie E. Fisher, Professor of Diseases of Children, by Dr. James Hedenberg, as Lecturer; Dr. Samuel Worcester, Lecturer on Insanity and Mental Diseases, by Dr. N. Emmons Paine, Superintendent of the Westborough Insane Hospital; Dr. W. L. Jackson, Lecturer on Minor Surgery, transferred to the position of Lecturer on Electro-therapeutics, and Dr. James Utley appointed to his former position. Professor H. C. Clapp relinquished his duties as Lecturer on History and Methodology of Medicine, and Dr. C. L. Nichols was appointed to fill the vacancy. Dr. D. G. Woodvine became Professor instead of Lecturer on Diseases of the Throat; Dr. N. W. Emerson was succeeded by Dr. W. S. Smith, as Lecturer on Anatomy; Dr. A. H. Tompkins by Dr. A. L. Kennedy as Assistant to the Chair of Pathology and Therapeutics; Dr. S. E. Wilder by Dr. W. H. White, as Librarian; Dr. A. A. Klein, as Curator of the Museum, by Dr. Horace Packard, as Director of the Museum. Dr. E. P. Colby was appointed Lecturer on Nervous Diseases, and Dr. F. C. Richardson became Assistant. Dr. John H. Payne was appointed Lecturer on Diseases of the Eye.

It was with deep regret that we were called upon to part with those who had worked long and faithfully in the interests of the School, yet we retain their warm interest and sympathy in its future work. We welcome to their places those whom we believe to be well fitted in their several departments.

### CLINICAL WORK.

The opening of the clinics in the City Hospital to students of both sexes has given increased advantages, while the larger amount of clinical work accessible to students in the Massachusetts Homœopathic Hospital and the Homœopathic Medical Dispensary has proved of great importance to the curriculum.

### THE DISPENSARY.

The rooms in the basement of the School building, which are devoted to dispensary work, are uncomfortably crowded, and, though the instruction here afforded is of great value, it is hoped that before long larger and more suitable quarters will be provided for this important department of the School.

### THE FINANCES.

The public effort which was made the preceding year resulted in the reduction of the mortgage on the School property about five thousand dollars, which still leaves thirty thousand dollars, the interest of which is an annual burden on the resources of the School. Could this amount be used annually for needed improvements in the School, it would not only largely increase its usefulness, but greatly encourage the Faculty in their work.

### THE SCHOOL OF ALL SCIENCES.

The securing of the services of Professor Bowne in the Deanship of this department is a rare piece of good fortune. His previous personal relations to the great majority of the matriculants, his connection with the central studies around which most of the work of the courses leading to degrees is organized, his familiarity with the best educational ideals and possibilities, qualify him in an unusual manner for the position and duties which he has consented to accept.

The whole number of students in the School was one hundred and seven—a total slightly in excess of that of any previous year.

Several extremely earnest requests were made by candidates for admission, to the effect that the authorities would consent to suspend, or to dispense from, the

rigid rule of the department relative to residence, but it was not thought wise to do this, even in a single instance.

The following table shows the institutions from which the students came, and the number bearing each of the three degrees named.

	Bachelor of Arts.	Master of Arts.	Bachelor of Sacred Theology.
Acadia College, . . . . .	1	..	..
Albion College, . . . . .	1	..	..
Amherst College, . . . . .	2	1	..
Boston University, . . . . .	62	4	20
Cornell College, . . . . .	2	..	..
Dartmouth College, . . . . .	1	..	..
DePauw University, . . . . .	1	..	..
Drew Theological Seminary, . . . . .	..	..	1
Harvard College, . . . . .	2	..	..
Haverford College, . . . . .	1	..	..
Illinois Wesleyan University, . . . . .	1	..	..
Lawrence University, . . . . .	3	..	..
Mount Union College, . . . . .	..	1	..
National Normal School, . . . . .	1	..	..
National Normal University, . . . . .	1	..	..
Ohio Wesleyan University, . . . . .	10	1	..
Philadelphia High School, . . . . .	1	..	..
Rochester University, . . . . .	2	..	..
Scio College, . . . . .	1	..	..
Syracuse University, . . . . .	1	..	..
University of Iowa, . . . . .	1	..	..
University of Michigan, . . . . .	1	1	..
University of Wisconsin, . . . . .	1	..	..
University of Wooster, . . . . .	1	1	..
Victoria University, . . . . .	2	2	..
Western Reserve Seminary, . . . . .	1	..	..
Wesleyan University, . . . . .	4	..	..

In June, 1887, one candidate was promoted to the degree of Master of Arts, and twelve to that of Doctor of Philosophy. This was much the largest number the University has ever promoted to the Doctorate in a single year. The following June, the promotions were,



one to the degree of Master of Arts, and one to that of Doctor of Philosophy.

The needs and possibilities of this department were so largely set forth in the last Annual Report, that inquirers must be referred, for fuller information, to that document. It is, however, earnestly hoped that by adopting the suggestions set forth in opening pages of the present Report, the Trustees may make it possible to proceed at an early date to the organization of new courses of instruction for the exclusive benefit of this School.

As a special encouragement to such progress, it should be remembered that by its location and plan of organization, the University commands priceless advantages for the higher ranges of instruction, and that last year bearers of University degrees were in attendance in its different departments from no less than *seventy-one* American and Foreign universities, colleges and professional schools.

### THE REGISTRATIONS OF THE YEAR.

The whole number of students in all departments was seven hundred and seventy-five. Their classification is presented in the following table :—

	Men.	Women.	Total.
College of Liberal Arts, . . . .	85	122	207
College of Music, . . . .	11	9	20
College of Agriculture, . . . .	103	...	103
School of Theology, . . . .	115	2	117
School of Law, . . . .	140	1	141
School of Medicine, . . . .	74	36	110
School of All Sciences, . . . .	77	30	107
Sum by Departments, . . . .	.	.	805
Counted twice, . . . .	.	.	30
Total, . . . .	.	.	775

The annual totals since 1880 show a very gratifying advance. They stand as follows:—

In 1880-81	.	.	.	.	.	.	.	.	507
In 1881-82	.	.	.	.	.	.	.	.	555
In 1882-83	.	.	.	.	.	.	.	.	602
In 1883-84	.	.	.	.	.	.	.	.	614
In 1884-85	.	.	.	.	.	.	.	.	620
In 1885-86	.	.	.	.	.	.	.	.	710
In 1886-87	.	.	.	.	.	.	.	.	769
In 1887-88	.	.	.	.	.	.	.	.	775

This represents an average increase of over thirty-eight per year.

The summaries of the last University Year Book showed that the seven hundred and seventy-five students represented nineteen Foreign countries, and thirty of the States and Territories of the United States.

### THE PROMOTIONS OF THE YEAR.

At the Annual Commencement in June last, one hundred and thirty-three were promoted to membership in the University Convocation, to wit:—

With the Degree of	Men.	Women.	Total.
Bachelor of Arts, . . . . .	9	18	27
Bachelor of Philosophy, . . . . .	1	4	5
Bachelor of Science, . . . . .	12	..	12
Bachelor of Theology, . . . . .	11	..	11
Bachelor of Laws, . . . . .	27	1	28
Bachelor of Music, . . . . .	..	1	1
Doctor of Medicine, . . . . .	23	17	40
Master of Arts, . . . . .	..	1	1
Doctor of Philosophy, . . . . .	1	..	1
With Diploma Certificates:			
In School of Theology, . . . . .	7	..	7
Totals . . . . .	91	42	133

The previous year the number promoted was one hundred and fifty, classified as shown in the University Year Book, Vol. XV., p. 40.

## THE FINANCES.

The Annual Report of the Treasurer showed that at the close of the fiscal year Aug. 31, 1888, the assets of the University were as follows:—

Real estate above incumbrance, . . . . .	\$924,231.54
Stocks, bonds, etc., . . . . .	216,990.92
Notes receivable, mortgages, etc., . . . . .	76,411.31
Sundries, . . . . .	65,172.12
Total . . . . .	<u>\$1,282,805.89</u>

The liabilities at the same date were \$2,833.51, leaving the excess of assets over liabilities \$1,279,972.38. This was a slight increase over the preceding year, which in turn was a slight increase over the year ending Aug. 31, 1886.

The largest gift of the past year was a bequest of twenty-five thousand dollars from Miss Ada Augusta Draper, a friend resident in Paris at the time of her decease. To her executors cordial thanks are due for the exceedingly prompt and cordial spirit in which their duty was discharged.

The same generous benefactress made by will, as cited below, a further provision by which, at the death of certain annuitants, a trust fund of twenty-five thousand dollars is to be constituted and placed in the hands of special trustees, "for the following uses and purposes, that is to say, to collect the income thereof and to pay over the same to the Boston University, of Boston, Massachusetts. It is my express desire that such income shall be applied to establish scholarships, and to enable the most meritorious and needy female students to be sent to Europe, after graduation, to complete their studies. This fund shall be known as *The Ada Draper Fund.*"

Her deep interest in the work of advanced education was further shown by another provision, according to which, on the death of certain beneficiaries, a second fund of twenty-five thousand dollars is to be placed in the hands of special trustees "to be held in trust for the following uses and purposes, that is to say, to collect the income thereof and to pay over the same to the New England Hospital for Women and Children, of Boston, Massachusetts. It is, however, my express desire that such income shall be applied to establish scholarships and to enable the most meritorious and needy female students to be sent to Europe, after graduation, to complete their studies. The amount so held in trust shall be known as *The Ada Draper Fund*." These noble benefactions entitle the giver to an honored place among American patrons of learning.

#### SUGGESTIONS TO FRIENDS CONTEMPLATING BENEFACTIONS.

Gifts and bequests may be made effective for the promotion of Christian education in this institution in any of the following modes:—

1. The annual gift of one hundred dollars will secure free tuition to some eager and worthy collegiate student who otherwise would not be able to undertake the acquisition of a liberal education. The same sum suffices to pay the board of a student for one school year in our School of Theology. Many who now through poverty cannot come would do so if furnished this small amount of assistance. Moreover, in later years, they would in many cases return such gifts for the help of others, and so renew and perpetuate the beneficence indefinitely.

2. Permanently endowed Scholarships accomplish the same ends for all time. We have a number, but need more in every department. Under our statutes these scholarships are of three classes, called first class, second class, or third class, according as their endowment is three thousand, two thousand, or one thousand dollars. One such scholarship in the College of Liberal Arts educates one student every four years, twenty-five every century, and through these how many thousand more.

3. The latest results in scientific, historic, and other investigation cannot be known without access to the latest books and periodicals. That each of our departmental Libraries should be annually replenished is therefore an indispensable necessity. For this purpose, in each department, we need several hundred dollars every year, or endowments yielding that amount.

4. A Fellowship or a Lectureship in any department may be permanently endowed by the gift of \$10,000. The donor's name will be given thereto, or that of any cherished friend whom the donor may wish to keep in lasting remembrance. For the training and utilizing of the highest scholars these foundations are of incalculable importance. As yet, we have not one. Who will found the first?

5. The powers of one of the most gifted and best educated of men may be perpetually employed in teaching, on the donor's behalf and in his name, the best things pertaining to the life which now is, and to that which is to come, merely for the interest of \$40,000 invested in a permanently-endowed Professorship. This creation may also bear the name of the donor, or that which may be dearer to him than his own. Many



such professorships are yet needed in each of our various departments.

6. But one of our University Buildings was originally erected for University purposes. All of them are already outgrown. In some of them the over-crowding is destructive of comfort and perilous to health. Half a million dollars expended at once in this direction would give no more than the most necessary additional accommodation. Still, each \$50,000 for new halls, or for the enlargement of old ones, will bring at one point or another great relief.

The Rev. Dr. Bradford K. Peirce, the recent Secretary of the Trustees of the University, has been requested by the Board to give especial personal attention to any of our friends who may be inclined to assist in the fuller endowment of the institution. To such he holds himself in readiness, as does also the President, to give the amplest information.

#### A PERSONAL WORD.

I cannot close this record without an expression of devout gratitude to the Giver of every good and perfect gift, for the mercies of the years here passed in hasty review. During the year 1886-87, with the exception of a week or two at the beginning of the first term, and a week or two at the beginning of the second, I was compelled by impaired health to be absent, and accepting the furlough kindly urged by the Corporation, to see my own unfulfilled duties seriously increase the burdens of my colleagues. Though later than I could wish, it is not too late to return thanks in this public manner to the true-hearted fellow-workers who seemed

unable to do enough—in ways the most unobtrusive—to meet the emergency. Among the many whom it would be a privilege to mention by name, I must be permitted to express my personal gratitude in an especial manner to Dr. Huntington, who served as Acting President; to Bishop Foster, who preached the Baccalaureate sermon; to Professor Buell, who represented me in the arduous duties of the Theological Deanship—duties peculiarly arduous in connection with the opening of the new Hall; to Professor Sheldon, who served as Acting Dean of the School of All Sciences in my stead; to Professor Bowne, who took a weighty portion of my teaching in the School of Theology; to Mr. Husted, Treasurer of the Corporation; to Miss Blye, Matron and Mother of the School of Theology; to Mr. Rand, faithful correspondent and universal helper; to the friends who spontaneously weighted my purse with gifts for a European health-trip; and to the Convocation, who at their annual meeting, cabled me in Italy their precious message of affectionate remembrance and devout good wishes. “Die milde Macht” of such displays of generous self-sacrifice and ready co-operation and personal interest was truly “great” and truly medicinal. May the same loyal and helpful and fraternal spirit be the priceless heritage of the University to all generations.

WILLIAM F. WARREN.

BOSTON, January 14, 1889.

# INDEX.

	PAGE.
Almy, James, elected a Trustee, . . . . .	16
Alpha Chapter, . . . . .	20
Athletics in Education, . . . . .	6
Barnard, President F. A. P., . . . . .	14
Beta Chapter, . . . . .	21
Blye, Miss, . . . . .	70
Bowne, Professor, elected Dean, . . . . .	17, 62
Courses of, . . . . .	36, 70
Buell, Professor M. D., . . . . .	70
Catholic University, Washington, D. C., . . . . .	12
Clark, Rev. Dr., elected Secretary, . . . . .	17
Clark University, Worcester, . . . . .	11
Colleges, membership should be limited, . . . . .	8
College of Agriculture . . . . .	41
Students . . . . .	41
Improvements, . . . . .	42
New Experiment Station, . . . . .	43-47
College of Liberal Arts, The, . . . . .	21
Students in, . . . . .	21
Courses of Instruction, . . . . .	22-36
Scholarship, . . . . .	36-40
College of Music, . . . . .	40
New Instructors, . . . . .	41
Co-Education in the Western Reserve University, . . . . .	15
Columbia College provides for Women, . . . . .	15
Convocation, The, . . . . .	19
Corporation, The, . . . . .	16
Council, The, . . . . .	17
Curry, Professor S. S., . . . . .	18, 35
Draper, Miss Ada Augusta, . . . . .	66
English University Organization, . . . . .	10
Finances, The, . . . . .	66
Foster, Bishop, . . . . .	70
German University Organization, . . . . .	10
Hatch Experiment Station, . . . . .	43-47

	PAGE.
Husted, Mr. R. W., . . . . .	70
Huntington, Acting President, . . . . .	70
Liberal Education, its perils, . . . . .	5
McCosh, President James, . . . . .	14
Needs of the University, . . . . .	68
Peirce, Rev. Dr. B. K., . . . . .	16, 70
Pickles, Rev. John D., Ph. D., elected a Trustee, . . . . .	16
Porter, President Noah, . . . . .	14
Promotions of the year, . . . . .	65
Quimby, Rev. Silas E., . . . . .	50
Registrations of the year, . . . . .	64
Rand, Mr. Waldron H., . . . . .	70
Southern California, University of, . . . . .	11
School of Theology, . . . . .	47
New Courses, . . . . .	47-49
Library Additions, . . . . .	50
Opening Address, . . . . .	50
Students, . . . . .	52
School of Law, . . . . .	54
Attendance, . . . . .	54
Graduates, . . . . .	55
Instruction, . . . . .	56
Library, . . . . .	57
School of Medicine, . . . . .	59
Two kinds of Medical Schools, . . . . .	59
Attendance, . . . . .	61
Changes in Faculty, . . . . .	61
Finances, . . . . .	62
School of All Sciences, . . . . .	62
Attendance, . . . . .	63
Promotions, . . . . .	63
Shaler, Professor, on Athletics, . . . . .	6
Senate, The, . . . . .	4, 18
Students, whole number, . . . . .	64
Torsey, Dr. Henry P., . . . . .	50
Universities, Three New, . . . . .	11
Undergraduate and Post-graduate, . . . . .	10
Vacations for Professors, . . . . .	19

THE  
TWENTY YEARS  
OF  
BOSTON UNIVERSITY  
1869—1889.

---

FIFTEENTH  
ANNUAL REPORT OF THE PRESIDENT.

---

BOSTON :  
UNIVERSITY OFFICES, 12 SOMERSET STREET.  
1890.



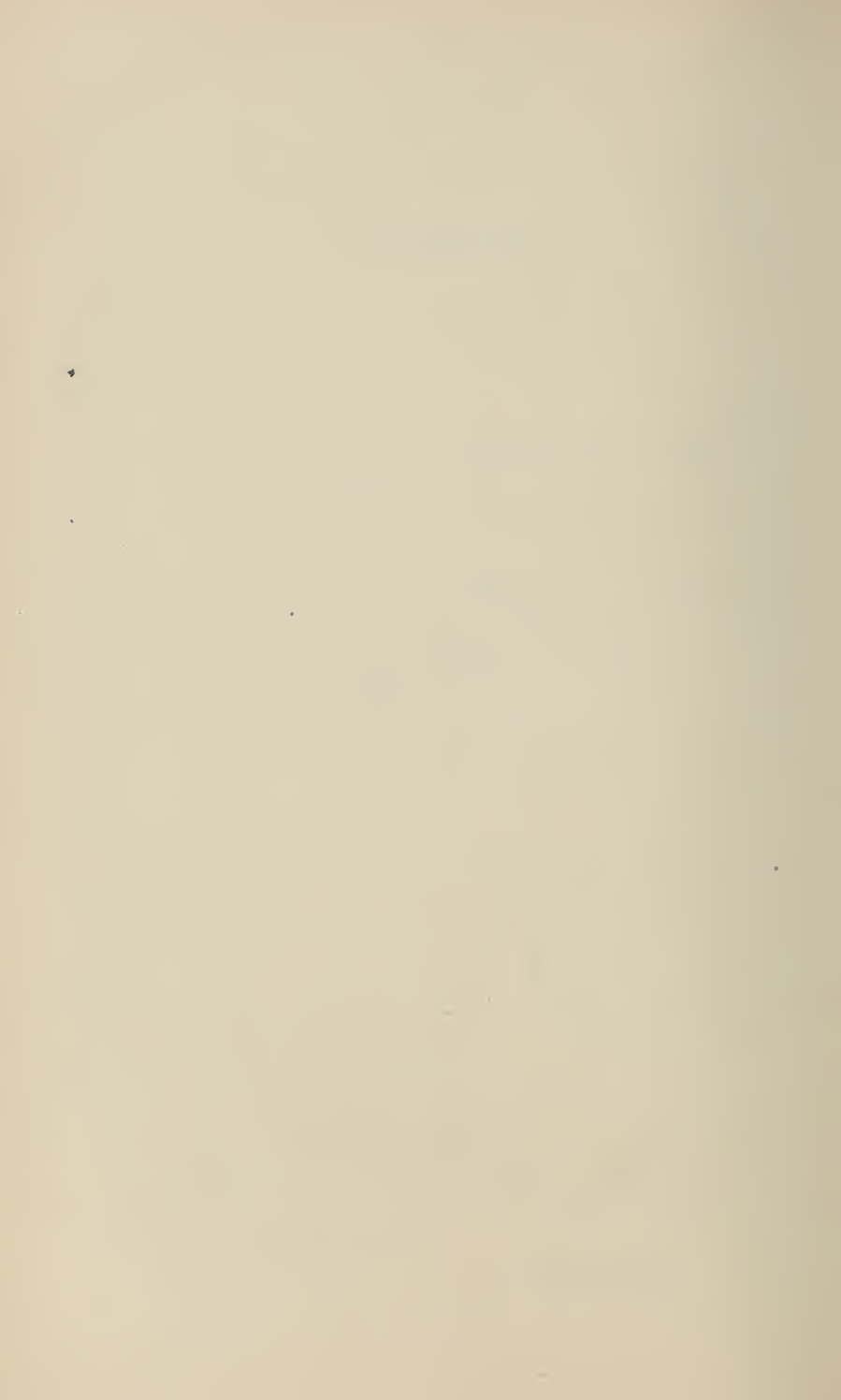
PRESS OF  
H. G. COLLINS,  
MILTON PLACE, BOSTON.

# CONTENTS.

---

	PAGE	
PREFACE . . . . .	3	
THE PLANNING OF THE UNIVERSITY . . . . .	5	
THE OPENING OF THE PROFESSIONAL SCHOOLS . . . . .	13	
REMARKABLE BEGINNINGS . . . . .	19	
THE OPENING OF THE COLLEGES . . . . .	21	
THE SCHOOL OF ALL SCIENCES . . . . .	27	
THE FINANCIAL HISTORY . . . . .	29	
THE CORPORATION AND THE YEAR . . . . .	31	
THE UNIVERSITY COUNCIL . . . . .	35	
THE INSTRUCTION . . . . .	36	
THE UNIVERSITY REGISTRATIONS . . . . .	52	
THE UNIVERSITY PROMOTIONS . . . . .	54	
THE UNIVERSITY FINANCES . . . . .	54	
THE UNIVERSITY NEEDS . . . . .	55	
OFFICERS AND FACULTY . . . . .	61	

P 5735



## PREFACE.

---

*To the Honorable and Reverend,  
The Trustees of Boston University :*

Within the last twelvemonth our Corporation has completed its twentieth year. In the life of any modern institution of learning two decades constitute a considerable period. They are the more significant and instructive when, as in the present case, they include the years of organization and the beginning of scholastic work. It seems fitting, then, that advantage be taken of this twentieth anniversary to provide the constituents and friends of the University with a brief outline of its origin and history. Even to the Corporation itself such an outline can hardly fail to be of service, for of its present membership but one in five were members of the Board upon its first organization. Of the teaching staff, a still smaller percentage have had personal knowledge of the plans and progress of the institution from the beginning. Friendly inquiries touching these matters are continually coming from educators, students, editors, and intending patrons in various parts of the world, and in meeting these, it is hoped that the following statement of facts, though far from complete, may prove a welcome aid. So far as the document is specifically an annual report, it relates to the last scholastic year, — the one extending from Sept. 20, 1888, to Sept. 19, 1889.





## THE TWENTY YEARS.

---

### THE PLANNING OF THE UNIVERSITY.

The charter of Boston University was approved by the Governor of the Commonwealth, Hon. William Claflin, LL. D., May 26, 1869. It was accepted by the original corporators, Isaac Rich, Lee Claflin, Jacob Sleeper, and their associates, on the twenty-second of July of the same year.

The name and location of the new institution, as has elsewhere been said, predetermined in important respects its character. Established in the heart of the metropolis, with one-third of the population of New England within easy reach of its halls, it could meet the just expectations of the public only by becoming a metropolitan university of the most advanced and comprehensive type. Fortunately, its far-seeing and public-spirited founders were even more desirous than the public, that the great opportunity should not be lost. Accordingly, after a careful study of all existing types of university organization, and an equally serious study of the local and historic conditions, they adopted a plan differing in important respects from any before exemplified in New England, or even in Christendom. A few simple diagrams will, perhaps, facilitate an understanding of its peculiarities.

3				
.....	.....	.....	.....	.....
2				
.....	.....	.....	.....	.....
1				

FIG. A.

Figure A may represent a typical German university. The four equal divisions produced by the four perpendicular lines represent the four co-ordinate faculties of Theology, Law, Medicine, and Philosophy. The last covers all university instruction not included in the other three. The divisions produced by the horizontal lines, and numbered 1, 2, 3, represent successive years of study on the part of the student in one or another, or in more than one, of the different departments. In this type of university there is no place for any thing of the grade of an American undergraduate college, this latter institution corresponding in a general way to the last four years of the German Gymnasium, in which students are prepared for the German University.

4								
.....	.....	.....	.....	.....	.....	.....	.....	.....
3								
.....	.....	.....	.....	.....	.....	.....	.....	.....
2								
.....	.....	.....	.....	.....	.....	.....	.....	.....
1								

FIG. B.

Figure B represents the typical English university, as exhibited in the Oxford and Cambridge groups of colleges, especially as they existed before the reforms of the present generation. Here the divisions produced by the perpendicular lines represent distinct colleges of liberal arts, of which each of the universities named has more than a score. The year-divisions are here four, corresponding to the four years' curriculum of the American college; although, owing to the character of the fitting schools and colleges, and the meagreness of the university course in respect to the modern languages and natural science, the English University does not, as a rule, insist on more than three years' residence before admission to the degree of Bachelor of Arts. In this type of university the professional faculties have always been weak and ineffective, and at times they have become almost entirely atrophied. Even the higher non-professional studies, the comparative and philosophic disciplines appropriate to post-collegiate instruction, have often languished or been lacking altogether.<sup>1</sup>

To the organizers of Boston University it seemed clear that a combination of these two types, the German and the English, would give a new one quite superior to either, and one well protected against the evils from which even the best American universities were evidently suffering. This new type may be represented by Figure C.

<sup>1</sup> See Sir William Hamilton's *Essays on the English Universities*.

THE CONVOCATION.								
	S. T. B.		LL. B.		M. B.	M. D.	PH. D., ETC.	
7								
6								
5	A. B.	A. B.	A. B.	PH. B.	A. B.	Sc. B.	A. B.	Mus. B.
4								
3								
2								
1								

FIG. C.

In this scheme there would be room in the lower or undergraduate range of work, to establish any number of colleges of liberal and other arts, all—as at Oxford or Cambridge—under the general charter and government of the University. This form of organization would also anticipate and guard against the evils which are inevitable whenever a university allows itself but a single undergraduate college of arts, and this becomes so overgrown that its professors cannot know their students and the students cannot know each other. At the same time, such an organization would allow the University to affiliate or to found colleges of reasonable size in places at some distance from its own headquarters and thus unify wisely distributed educational forces. Furthermore, it would enable it without friction, and with a positive gain in collegiate *esprit de corps* to present in distinct colleges, appropriately diversified

courses of training, among which, the student could choose according to his individual plans of life. Alongside the ordinary liberal arts colleges others could be organized to furnish the training appropriate to the fully educated musician, the artist, engineer, agriculturist, etc. Thus, the new University believed it possible by a simple differentiation of its undergraduate work into distinct colleges, first, to guard against those evils of overgrowth to which allusion has just been made; second, to distribute collegiate advantages over a wider area without loss of that union in which is strength; third, to unify by affiliation already existing institutions of collegiate grade, at the same time strengthening them by incorporation into a metropolitan university organization; and, fourth, to give to students of differing vocational prospects and purposes, a better combination of liberal and technical training for their various vocations, than could possibly be afforded either by one college of unlimited size, or by technological schools independent of university associations and influences.<sup>1</sup>

With respect to the postgraduate departments, the original statutes of organization provided that there should be at least four such: first of all, the three professional schools of theology, law, and medicine, and next to these and partly including them, the so-named School of All Sciences. This by the fundamental principles of the total University organization crowns and unifies the entire structure; crowns it, because the student reaches this School by passing up through one of the collegiate departments below; unifies it, because its

<sup>1</sup> See *Boston University Year Book*, Vol., I. p. 21. Also, *Fourteenth Annual Report*, pp. 7-11.



Faculty consists of the University Senate, that is to say, of all the regular Professors of all the Colleges and Schools of the entire University. Its intended ultimate comprehensiveness is well indicated by its comprehensive name.

Another unique feature here deserves attention. As according to the organic law and sequence of the departments the Colleges conduct to the Schools, so both conduct to that yet larger and more inclusive department known as The Convocation. In few things did Boston University more radically depart from general American tradition than in its conception of graduation. The following extract from the Fourth Annual Report explains the conception adopted :

In most, if not all American universities, graduation terminates the membership of the student. Commencement day sunders not only the bond that binds him in daily association to his class, but also that which unites him to the institution itself. A triennial or quinquennial catalogue, may thenceforward, as a matter of history, show that he was once a member, and that he is living or dead ; but it is only a matter of history. In the universities of Germany, where graduation is a matter of little account, and is sought by exceedingly few, the laws of the institution generally fix a limit, for example, five years from the time of matriculation, when by force of the regulation the membership of the student expires.

Entirely different is the theory of membership adopted in this University. Here real membership is to begin, when in the other case it ceases. Before taking his first degree the student is, in an important sense, a probationer. He can reach a permanent life-membership only by gaining at least one degree. If he can win his first degree, he is thereby promoted to membership in the University Convocation, where through life he is effectively related to the conduct and government of the institution. Under this plan, which more resembles that of the English universities than any other, graduation is not the excision of a student from the body academic, not the disinheriting of a son by a *Mater* no longer *alma*, not the expatriation of a citizen by a local literary republic, it is promotion, reception into fuller membership, a loading with new honors and responsibilities. The superiority of the plan over the ordinary one, its

tendency to give to the University unity and strength, and commanding public influence, is obvious at a glance.

Under the adopted plan of organization, then, the whole body of those who in any of the Colleges or Schools have been admitted to the status of graduates, have been admitted to life-membership in the University. This is unlike the ordinary "Alumni Association." Membership in the Convocation is not an optional matter with the individual, or dependent on the payment of an annual fee. In another important respect the body differs from the alumni associations of ordinary colleges and universities, in that its presiding officer is by fundamental statute the President of the University. The Convocation is thus no after-thought, no subordinate appendage or annex to the University, —it is a most important, if not the most important vital constituent of the total organism. Its members, now numbering over two thousand, are already represented in all the Faculties, in the Senate, in the Council, and in the supreme governing Corporation. In no other university in the world have graduates as such—without fee and without solicitation on their part—the privileges and honors that have been accorded them in this.

It might be thought that a university comprehending so many departments, and especially departments of rank so different as these collegiate and post-collegiate ones, would be in danger of lacking that strong, vital unity which is needful in a wide-spread organization. What are the constitutional safeguards against such a peril?

First, the Corporation. This is to all departments the custodian and administrator of all pecuniary means,

the source of all authority, the court of ultimate appeal.

Second, the Council. In this, all departments are represented by their executive officers, and to it all ordinary questions of inter-departmental interest are to be referred. Subject to the approval of the Corporation its decisions are of binding force.

Third, the Senate, or Faculty of the School of All Sciences. In this, as already seen, all Faculties are represented by all their full professors. The integrating force of this factor in the life of the University is already great, but in time, it will become of vastly higher moment.

Fourth, the Convocation. Without the Convocation the processions constantly moving through the several Colleges and Schools would be divergent and divisive; with it, on the contrary, they are all convergent and unifying. However far apart the starting points of those who seek the various departments of the University, however dissimilar the scholastic courses which they come to pursue, all—whether they realize it or not—are steadily moving towards a common goal, all are steadily qualifying themselves for life-membership in one and the same abiding association, the University Convocation.

With four such all-controlling and all-centralizing forces as the above, it is evident that the unity of the University is abundantly protected.

The inter-dependencies of the organization are also interesting and of vital importance. The individual undergraduate students find a higher unity in the class; the classes in the department; the department in its Faculty; the Faculties in the Senate; the Senate in the Council; the Council in the Corporation; the

Corporation in its President. In like manner the individual graduate students find a higher unity in their particular Convocation Chapter; the Convocation Chapters in the Convocation; the Convocation in its constitutionally elected officary; its constitutionally elected officary in the President of the University.

Such in meager outline was the plan of organization adopted by the originators of Boston University. With such a differentiation and co-ordination of all desirable forms of undergraduate work, combined with the described diversification and interordination of professional and other post-graduate instruction, and with the organic unification and utilization of all graduates in one life-long association, the University presented to the world a new type of university organization, structurally symmetrical and perfectly articulated at the start, yet capable of greater progress in comprehensiveness with accompanying growth in unity than any that had ever before been seen. In view of this fact, it has been studied with great attention by all organizers of the more recent American universities, and even by the professional educators and scholastic administrators of the Old World.

### THE OPENING OF THE PROFESSIONAL SCHOOLS.

The first of the Statutes of Organization contained the following provision :

The departments of Boston University shall consist of two general classes : first, those which presuppose on the part of the student a previous collegiate training ; and second, those which do not. The former shall be called Schools, the latter Colleges.

It was further determined that there should be four departments of the first class, and they were provided in the following order :

The School of Theology, by adoption, in 1871.

The School of Law, in 1872.

The School of Medicine, by adoption, in 1873.

The School of All Sciences, in 1874.

At the date of the organization of the University each of its three original corporators, now called founders, was a corporation officer and influential patron of the Boston Theological Seminary. It was only natural that they should desire to see the Seminary transferred to the University and adopted as its School of Theology. Accordingly, the Trustees of the Seminary, after procuring the consent of the patronizing conferences and an enabling act from the Legislature, transferred and, upon certain accepted conditions, legally conveyed to the Trustees of the University the school maintained by them, together with all the property and trusts belonging thereto. This gave to the University, as its first department, the largest theological school in New England and one of the largest in the country. The property transferred amounted to a little less than a quarter of a million dollars. Ninety-four students were in attendance at the time, and the former graduates of the Seminary, two hundred and thirty-five in number, were adopted as alumni of the University. In this way, while the University itself dates back no further than 1869, its first department is in possession of a history which goes back to 1839. The department is also interesting as being the oldest theological seminary of the Methodist



Episcopal Church, and the first ever opened without discrimination to women as well as men.<sup>1</sup>

Viewed with respect to the progress of theological education in America, several facts deserve mention in this place. It is not generally known that this School was the first in the country to make the historic, systematic, and philosophic study of the religions of all peoples and of all ages an integral and permanent part of the theological curriculum. It makes a like claim with respect to the systematic and comprehensive study of Christian Missions. It was the first to place in a "Second Division" all students whose preliminary academic degrees were inferior to a solid Bachelor of Arts, or were lacking altogether, and to restrict the degree of Bachelor of Sacred Theology to students successfully completing the full three years curriculum of the School in the "First Division." Unlike many similar schools, it has never given its degree or even a certificate of graduation to any candidate who had not completed the regular three years' course in Hebrew. It was the first to organize a Graduate Chapter with monthly and other meetings, with a printed organ for the publication of its transactions, and with a projected method of promotion to the doctorate in sacred theology, on the basis of tested attainment and ability in some department of theological scholarship. Among its instructors have been, as public lecturers, the

<sup>1</sup> The real founder of the school, the Rev. John Dempster, S. T. D., was the son of a Scotchman who after receiving his education in the University of Edinburgh was sent by John Wesley as a missionary to the American colonies. Its history from 1839 till 1872 is given at some length in the *Annual Report of the School of Theology of Boston University* for the year 1871-72. Also, in A. W. Cummings' *Early Schools of Methodism*, New York, 1887.

most eminent representatives of different communions. In the emancipation of American theological instruction from the narrowness of that traditional form in which it was, and to a great extent still is, limited to teachers representing a single denomination only, this School was one of the first and most effective pioneers. In this respect it led all the New England divinity schools, those at Cambridge, Andover and New Haven not excepted.

The School of Law was opened in October, 1872. In first arranging for the new department the trustees invited the Honorable Edmund H. Bennett, LL. D., to the Deanship, but owing to temporary ill health he could not accept. The choice then fell on the brilliant and learned George Stillman Hillard, and a fortunate one it was. Mr. Hillard was singularly favored alike in personal gifts and in his associations. Among his schoolmates there were many who afterwards achieved renown. Yet both in the Boston Latin School and in Harvard College, he easily carried away the highest honors. He had as a College classmate Robert C. Winthrop, as a colleague in teaching George Bancroft, as a law-partner, Charles Sumner, as intimate and life-long friends and associates, George Ticknor, Daniel Webster, Rufus Choate, Edward Everett, Henry W. Longfellow, Oliver Wendell Holmes and all that galaxy of scholars, orators, and poets, which made the middle of this century a kind of golden age in American letters. In elegant scholarship, in appreciation of art, in oratorical finish, in brilliancy of conversational power, he was at least the peer of any one of this rare company. Of one of his orations, Mr. Sumner said: "This production has

placed its author among the most prominent minds of the country." Mr. Pierce in his eulogy before the Suffolk Bar remarked: "All things considered, Mr. Hillard was the best converser this community ever enjoyed." Longfellow said of him: "He was absolutely unrivaled in fluency of speech, in beauty of diction, in suggestiveness of thought and as to his power of memory." The last great work of his life was his part in the organization and early administration of the School of Law. During the two years that the school was under his wise care, it gained a position and character which ensured its remarkable subsequent growth. His personal interest in the individual students won for him an affectionate esteem as universal as it was deserved. Meantime, his relations with the other members of the University Council and with the colleagues of his own Faculty were of the most cordial and delightful character.

The professors and lecturers whom the Trustees secured for the school constituted a group of singular eminence and ability. Among them were the Honorable Henry W. Paine, Dr. Francis Wharton, Judge Benjamin R. Curtis, Judge Edmund H. Bennett, N. St. John Green, Esquire, Judge Benjamin F. Thomas, Judge Dwight Foster, Hon. Charles Theodore Russell, Hon. Edward L. Pierce, Judge Otis P. Lord, Melville M. Bigelow, Esquire, and Hon. William B. Lawrence.

At the time of the chartering of Boston University the condition of the existing Schools of Law in this country, was far from creditable. The Harvard University Law School probably enjoyed a higher reputation than any of the others, yet, in it the entire instruction was given by three persons. Instead of

offering a fixed course graded throughout according to the rational sequence of subjects, the authorities admitted students at any time, and claimed that those who were beginning the study of the law, could enter upon branches suitable for them at the commencement of any term. The entire course covered but two abbreviated scholastic years. Moreover, as the President has more than once officially stated, there was at that time in the Harvard Law School no examinations whatever; students were admitted, promoted, and in the second year graduated, without ever being called on to pass a single test beyond that of duly paying the fees. In the other schools in different parts of the country, the instruction offered was inferior to that given in Cambridge and generally less in quantity. In many of them, attendance upon lectures six months and a prompt payment of fees secured the only honors they could give.

The projectors of Boston University believed it time for an advance movement. At the outset therefore, they adopted statutes of organization providing for a course of instruction scientifically graded and extending through three scholastic years. A few years later, this good example was followed at Cambridge, and at present two or three other American schools are adjusted or are about to adjust themselves to it. The honor of pioneership in the introduction and maintenance of the three years' course and of the rational grading of the subjects included in it, belongs to Boston University.

During the school year 1874-75, in consequence of Mr. Hillard's failing health, Mr. St. John Green was made Acting Dean, but upon the death of the latter in

the Summer of 1876, Judge Edmund H. Bennett was again called to the Deanship, which position he has honorably and efficiently filled from that date to the present time.

The School of Medicine was opened in the fall of 1873. Between seventy and eighty students successfully passed the entrance examinations, were matriculated and assigned according to their advancement, to various classes. A few months earlier, the Trustees of the New England Female Medical College—the oldest of its kind in existence—being embarrassed in their financial resources and convinced that the school projected by the University could do for the medical education of women far more than the College, leased their building to the University Trustees, and at length, with authority from the Legislature, united their school with the one just organizing. The result abundantly justified their course. Successive enlargements and improvements have been made in the buildings, the elegant new Homœopathic Hospital has risen on land adjoining, instruction in scope and variety quite superior to that of the preceding institution has been offered and maintained. The Dean of the new Faculty from the beginning has been I. Tisdale Talbot, M. D., to whose energy and tact the school is greatly indebted for its growth and prosperity.

#### REMARKABLE BEGINNINGS.

Such radical improvements in provisions for the higher professional training, attracted universal attention. As a consequence, the newly established Professional Schools were at once crowded with students.



In the numbers in attendance, the young University almost immediately outranked the only two others which at that time maintained the same three faculties, to wit: Harvard and Yale. The aggregate of professional students in New Haven, Cambridge and Boston for the four years 1874-1878 were as follows:

	Yale.	Harvard.	Boston.
In 1874-75 . . . . .	206	351	352
In 1875-76 . . . . .	217	372	414
In 1876-77 . . . . .	191	436	440
In 1877-78 . . . . .	193	422	425
	<hr/>	<hr/>	<hr/>
Totals,	807	1581	1631

From which it appears that the aggregate in Boston University was fifty more than in Harvard, and was more than double the entire aggregate of Yale.

Already in the Third Annual Report of the President, the attention of the Trustees was called to the seriousness of the responsibilities resulting from such a state of things. Several pages of comparative statistics were given, and at the conclusion the following summary and appeal.

It is thus statistically shown:

1. That last year the number of professional students in Boston University was forty-two more than in Harvard, and one hundred and ninety seven more than in Yale.
2. That, counting all departments, the number of tributary collegiate and professional institutions was the same as in Harvard, and five more than in Yale.
3. That, taking the entire membership of the University, its percentage of graduate students was six higher than Harvard's and nine higher than Yale's.
4. That, counting out the academic element, and comparing the remaining departments common to the three, Boston's percentage of graduate students was but two below Yale's, while it was two more than double the percentage of Harvard. These are most sobering facts. They

are here presented, not in any spirit of vain-glory or even of gratulation, but because of the impressiveness of their moral. Being facts, they ought to be known to every Trustee and patron of the University. They should be pondered by each until a profound sense of the immense responsibilities devolved upon the University is realized. In the highest forms and ranges of American education, a place has been given to this young institution, such as has been vouchsafed to no other. For good or for evil, it is to train a high percentage of the learned of the nation. Its standards will powerfully affect the standards of all grades of American schools. Its quality of its work will tell upon culture, upon morals and piety, upon civilization and progress, from ocean to ocean. Without an ever increasing vigilance, and greatly increased pecuniary resources, the custodians of the institution will forfeit unprecedented opportunities.

Of course, a showing of this kind was little less than alarming to the time-honored leaders of New England education. It called for fresh plans and larger resources and higher ideals, and if the new millions of money which since 1878 have been secured for Yale and Harvard, have enabled them to make a somewhat better relative showing, both the millions and the improved showing are believed to be ascribable in some degree, to the brave leadership and friendly stimulation of their younger metropolitan sister.

#### THE OPENING OF THE COLLEGES.

The first undergraduate department of the University was the College of Music. It was opened in 1872, in rooms connected with Music Hall. The requirements for admission were higher than in any similar institution in America. It was the purpose of the Trustees to furnish facilities at that time unknown in the country, and to offer a training adapted to the needs of the graduates of the best conservatories and schools. Could they have foreseen the financial history of the next five

years, they would certainly have deferred the undertaking. As it was, they had good reason to expect an early and ample endowment of the College. In generous faith a few friends of the movement, including two or three members of the Corporation, subscribed a guarantee fund, and the Dean-elect having pledged himself to be responsible for the expenses, and later having given bonds to secure the University against all liability to loss from the venture, the Board of Trustees, on the third of July, 1872, formally authorized the opening of the College.

In October of the same year, the Corporation had the pleasure of accepting as a first gift for its benefit, a cottage on Cottage Avenue, Martha's Vineyard. This was an auspicious beginning of the anticipated endowment, but unfortunately, less than a month later came the great Boston Fire, and close upon that, the financial disasters which made the following year so mournfully memorable. The very life of the College, and even that of the University, was for a time in imminent peril. Of the subscribers to the guarantee fund, some found it extremely difficult, some perhaps impossible to pay. The energy, skill, and perseverance manifested by the Dean, Dr. Tourjée, in carrying the enterprise through so long and so disheartening a crisis, deserve admiration. They cannot have been in vain. The history of the College has thus far been more than creditable. Its standards have been worthy of the first institution of its grade in America. Its instruction has been thorough, its course protracted, its graduates select and full of promise. Considering its lack of endowments, its record has been in a high degree encouraging.

But the highest of all acts of faith and courage ever performed by the Trustees of Boston University, was the opening of the College of Liberal Arts in 1873. The great conflagration of the preceding November had laid in ashes every building of the Rich estate save one. The ensuing commercial panic was already upon the country. The annual income of the University was insufficient for its existing departments. Despite all the discouragements, however, a large double house situated on Beacon Street, was purchased, a prospectus issued, and in the autumn a first class organized. Twenty-two students, instructed chiefly by two professors, constituted the infant College the first year. Its Dean was the Rev. John W. Lindsay, S. T. D., formerly President of Genesee College, N. Y., later Professor of Old Testament studies in Boston Theological Seminary. In the year 1882, on his resignation of the office after a very successful administration, it was filled by the appointment of Rev. William E. Huntington, Ph. D., who has held the place and efficiently discharged its duties until the present time.

Of the applicants for admission in 1873, the average age was 20.5 years; in 1874 it was 20.1; in 1875 it was 19.48; in 1876 it was 19.85. Taking the first four classes, therefore, it appears that at the time of admission the average age was 19.98, or substantially 20 years. This was more than a year and a half higher than the average age of students entering Harvard College the corresponding years, and almost two and a half years higher than the average in the same institution twenty years earlier. The fact is of interest, as showing the relative maturity of the first undergraduates of the new University and the propriety of the large

confidence which the authorities have uniformly cherished in their capacity for self-control.

No sooner had the College its full complement of classes, than the authorities began to raise the standard of requirements for admission, with a view to restrict the attendance and to improve the quality of the work accomplished. This policy was due partly to the fact, that the College was fast outgrowing its accommodations, partly to a conviction that American collegiate education needed the stimulus and inspiration of a few examples higher than the highest then existing. Accordingly, the fourth volume of the University Year Book announced such new requirements as represented at the least a full year's work beyond the average requirement of the other American classical colleges. The additions were distributed over five years, and the privilege of dividing the total entrance examination was granted. For the first time in history, a knowledge of four languages besides the student's vernacular, was required for admission to a college of liberal arts. Still further to limit the numbers applying, the three years' course leading to the degree of Bachelor of Philosophy was discontinued; the tuition fee was raised from \$60 to \$100; and, finally, the practice of remitting the tuition fee in whole or in part in certain known cases of poverty and merit, was abandoned. Probably, the history of the colleges of the country would be searched in vain for a case of self-restriction so radical and severe.

What was the result? A singular stability in the membership of the college. The total annual attendance for the five years following the announcement is shown in the following figures: 105, 107, 126, 127,



107, the average being a fraction over one hundred and fourteen. The variation was caused almost wholly by the varying number of graduate students in attendance. The aggregates of candidates for the degree of Bachelor of Arts were: 89, 88, 89, 90, 82. It is certainly wonderful that any college, particularly one so young and so provisionally housed and equipped, could have maintained itself even for a quadrennium against the combined influences of four repressive measures of such severity simultaneously enacted.

The following year, 1881-82, was marked by special advances. The Faculty was enlarged, the new quarters on Somerset Street were obtained, and sixty-four free Scholarships, in memory of Isaac Rich, established. About the same time, the colleges and secondary schools of New England having requested the earnest co-operation of all parties interested in the establishment of uniform requirements for admission to college, the College of Liberal Arts reduced its standard to that agreed upon by the representatives of the other institutions. Great enlargement followed. The present attendance is more than three times as great as was that of the year just mentioned. The former total was 97; the latter is 292.

No sketch of this college would be reasonably complete without mention of the eminent service it has rendered to the profounder philosophical studies in a time of shallow and confused empiricism, and to the cause of broad and solid education in a time of narrowing but ably championed popular hallucinations respecting "special" undergraduate studies. Its stout and uncompromising opposition to all educational

quackery, however labeled; its resolute maintenance of classical and philosophical studies in full honor; its fearless leadership in new departments and methods, have given it a wide and beneficent influence in the educational world.

In the original Statutes of Organization of Boston University, provision was made for a College of Agriculture. The financial situation after the great fire of 1872, however, made it plain that many years would necessarily elapse before a department of this kind could be established upon an adequate foundation. It was also ascertained that the trustees and officers of the Massachusetts Agricultural College, at Amherst, were willing to furnish instruction of the kind desired, and to co-operate with the University in the promotion of its aims in this direction. Accordingly, in January, 1875, the trustees of the State institution unanimously accepted certain propositions from the University Corporation, by virtue of which, the College secured an honorable alliance with the University, and the University, substantially an agricultural department. The articles of agreement were unanimously ratified by the trustees of the University, Feb. 11, and were printed in the Report of the College to the Legislature for 1874-75.<sup>1</sup> In the fifteen years which have since elapsed, the alliance has greatly contributed to mutual advantage. At no time has anything occurred to mar the cordiality of the relationship, or to weaken the effectiveness of the co-operation. In the meantime, the University has directed many students to the College, and the students of the College

<sup>1</sup> See also the "Sixth Annual Report of the President of Boston University," pp. 26-27.

have prized their relation to the University, and on graduation, with few exceptions, have been received into permanent membership in the University Convocation.

### THE SCHOOL OF ALL SCIENCES.

On a former page, reference has been made to the School of All Sciences, and to its unique significance as the crowning department of instruction in the University. But for the financial disasters of 1872, it is believed that this school would before the present time have become the most conspicuous and effective of all thus far organized. At the time its statutes were drafted, no similar graduate department with instruction, examinations, and advanced degrees for graduate students, existed in any American university. Not until 1873, was the attainment of the degree of Master of Arts, even in Cambridge, conditioned upon work done and examinations passed subsequent to the reception of the Bachelor's degree. It was intended that this School, novel in name as well as in purpose, should before this time be all, and even more than all, that the since-founded Johns Hopkins has become. The very first public announcement made by the University relative to its work presented the following unprecedentedly broad and comprehensive prospectus: —

When fully organized, the instruction presented will include all branches of knowledge adapted to the ends of a universal postgraduate school.

To qualified specialists it will aim to provide, as rapidly as resources shall permit, thorough instruction in,—

*All Cultivated Languages and their Literatures.*

*All Natural and Mathematical Sciences.*

*All Theological, Legal, and Medical Studies.*

*All Fine Arts, properly so called.*

*All branches of Special Historical Study, etc.*

For qualified students of generalizing aims, instruction will be provided as rapidly as possible in the Universal Sciences. Under this term are included all those disciplines in which the matter common to several special sciences is treated as a larger whole. When this is done *genetically*, there results, according to the method employed, a universal or comparative history of the matter treated; when *statically*, a universal or comparative science of it; when *philosophically*, a universal or comparative philosophy of it. Here, therefore, belong such sciences as these:—

*Universal or Comparative History of Languages.*

*Universal or Comparative Philology.*

*Universal or Comparative Philosophy of Language, or Philosophy of Language universally considered.*

*Universal or Comparative History of Religions.*

*Universal or Comparative Theology.*

*Universal or Comparative Philosophy of Religion, or Philosophy of Religion universally considered.*

*Universal or Comparative History of Laws.*

*Universal or Comparative Jurisprudence.*

*Universal or Comparative Philosophy of Law, or Philosophy of Law universally considered.*

*Universal or Comparative History of Societies.*

*Universal or Comparative Sociology.*

*Universal or Comparative Philosophy of Society, or Philosophy of Society universally considered.*

These sciences are all of recent birth, several of them, indeed, scarce christened; but all of them are legitimate children of the new science and new methods of the nineteenth century. Others are sure to follow.

Of course the realization of a plan so comprehensive must be the task of generations. It will require

immense endowments. At the same time a good beginning has been made. Despite all losses and limitations of a financial kind, provisions have been made which have been highly appreciated by increasing numbers of graduates from scores of American colleges. How steady the growth of the School in students has been, may be seen in the following record of attendance year by year :—7-11-11-23-37-39-45-53-73-78-101-102-100-107-114.

Professor John W. Lindsay was Acting Dean of the School from the beginning until his resignation in 1882 ; he was followed in the same duties by President Warren who served until 1887 ; and by Professor Sheldon, who served in 1887-88. In the latter year Professor Bowne was appointed Dean, and has filled the position since that time.

### THE FINANCIAL GROWTH.

The establishment of the University first became possible by the decision of Mr. Rich to devote to this purpose the bulk of his estate. On his decease, January 13, 1872, it was found that by the terms of his will private bequests to the amount of \$23,000 were to be paid from his estate together with life annuities to the amount of \$3,000 per annum ; and that at the end of ten years the whole remaining property together with its accumulations was to be made over to the Trustees of Boston University. The trustees under the will were also directed to pay to the University three years from his decease the sum of \$10,000, two years later the sum of \$20,000, and two years after that \$30,000.



The value placed upon the estate by its legal appraisers was \$1,700,000.

As already stated, the great fire of 1872 laid in ashes every building but one, in which the Rich estate was invested, while the panic which followed, so nearly destroyed the marketable value of other investments, that new buildings could be erected only by mortgaging their smoking sites. In this way, a staggering blow was inflicted upon the infant institution—a blow the more serious as it disabled so generally all who would gladly have rallied to its support. Despite all care, less than \$700,000 were ultimately realized from the Rich bequest. Fortunately, however, courageous and able financiers were at the head of affairs and by prudence and good management the crisis was safely passed. Few large gifts have been received, yet so skilfully has the property been administered that for every twelvemonth which has elapsed since the establishment of the present fiscal year, the Treasurer's report has shown a gain in net assets. The following table exhibiting these gains for the last eleven years, is one well worthy of permanent historic record :

Year ending, Aug. 31,	Total Assets.	Liabilities.	Net Assets.
1879,	\$394,944.28	\$64,379.07	\$330,565.21
1880,	409,480.19	76,255.58	333,224.21
1881,	431,008.86	80,982.10	350,026.76
1882,	1,103,577.23	130,622.94	972,954.29
1883,	1,179,535.99	155,974.64	1,023,561.35
1884,	1,228,639.71	189,370.25	1,039,269.46
1885,	1,135,272.92	72,165.67	1,063,107.25
1886,	1,242,353.16	98,121.58	1,144,231.58
1887,	1,288,971.45	36,391.02	1,252,580.43
1888,	1,282,805.89	2,833.51	1,279,972.38
1889,	1,420,207.84	3,434.10	1,416,843.74

To prevent misunderstanding it should be added that a portion of this increase has resulted from the gradual appreciation of unproductive property, and that the growth of the University in students has quite outrun its growth in income available for enlargements in teaching force and in buildings. The administration is therefore still embarrassed for lack of necessary means, and compelled to enforce in many directions painful and injurious economies. See closing section of this Report.

### THE CORPORATION AND THE YEAR.

On the last day of March the Vice-President of this Board, the last of the three original Founders of the University, fell on sleep. How great a void was created by that one death may best be shown by reproducing the Minute adopted a few days later by his bereaved colleagues.

"In tender and sacred commemoration of the virtues and services of our venerated founder and friend, the Hon. Jacob Sleeper, who on Sunday, March 31, was called to enter into the joy of his Lord, we, the Trustees of Boston University, hereby place on record a brief expression of our esteem and love and sense of personal bereavement.

"Mr. Sleeper was a man of noblest mold. Both the greatness and the balance of his endowments were remarkable. With kingly energies of will, he was as gentle as a child. Though possessed of exceptional wisdom he was ever in the modest attitude of a learner. Gifted with rare emotional susceptibilities he

was never the slave of passion. An admirable harmony of great powers and resources was the most striking of his personal characteristics.

"A nature thus rich and large, needed, in order to its full development, a life-aim, high and worthy, motives of abiding strength. These came to him, as they come to so many others, in and through that mysterious working of God's Spirit, whereby the penitent soul, believing on Jesus Christ, is set in joyous personal communion with the heavenly Father, and lifted to the range of a life that is divine in its hatred of evil and heavenly in its enjoyment of the good.

"In consequence of this genuine and conscious consecration of himself to the working of God's will, each commonest act came to be invested with something of superhuman dignity and worth. His fellowship with the Father of Lights environed his very being with that serene and vital atmosphere in which all sweetest graces of character are brought to blossom. With such an irrepressible interior life it was more than easy for him to find his daily joy in speaking words of kindness and working deeds of love.

"Of his general beneficence, extending from the lowliest individual pensioner to those great Christian organizations which are bringing light and blessing to whole races and continents, we need not here to speak. Nor can any man undertake to estimate the past, present and future influence of Mr. Sleeper's beneficence and counsels in specific aid of Christian education. Often have his words and gifts brought cheer and courage to disheartened Christian teachers in mission fields and on the frontiers of our westward-moving civilization. In Belfast, Ireland, stands an evangelical

college, to whose erection he made no insignificant contribution. To Wesleyan University, in a critical hour in its early history, he rendered a most vital service. Thirty-six years he gave to that institution, time and thought and helpful influence. Thirty-nine years he did the same for Wilbraham Academy. He was one of the founders and a life director of the New England Educational Society, and when out of that there had grown the general Board of Education of the Methodist Episcopal Church, he gave to this also years of valued service. Twelve years he was an active and influential Overseer of Harvard University. Through the whole of the independent life of the Boston Theological Seminary he was its faithful Treasurer. He was an early friend of the first American Medical College for Women, a bountiful benefactor of the New England Conservatory of Music. Nor in these higher opportunities and responsibilities did he ever forget the lower, for—unexampled as is the record—he was for fifty and nine years a faithful Sunday-School Superintendent.

“Pre-eminent among his services to education is that which he rendered to our own University. His devotion to this was beautiful to behold. His interest extended to every department, and took in every officer, employé and student. Despite his constitutional caution and conservatism, he was here among the foremost leaders. He made generous contributions to aid in the starting of each of our professional schools. He gave to our unrestricted endowments gifts surpassed by no other donor save Isaac Rich. Here, too, as ever, with all his gifts he gave himself, his time and thought, his sympathies and prayers. In

the darkest hour which followed the Great Fire he never lost heart—never suffered others to do so. Mr. Lee Claflin and Mr. Rich, his co-corporators, were not permitted to see even the earliest fruits of their public spirit; he, for twenty years was spared to be their representative. How nobly, how munificently, how Christianly, he discharged the duties of that office our history abundantly shows. In the noble benefactions and touching expressions of love and interest in his last will and testament, communicated to us, we are freshly reminded of his faithful affection. In a precious and sacred association with the names of the two foregoing shall his name stand so long as grateful generations of men shall remember the founders of Boston University."

Less than a week after the death of Mr. Sleeper, the University was called to mourn the loss of another honored Trustee, Charles W. Pierce, Esquire, who died on the fifth of April. He was a strong man, of exceptionally good practical judgment, a wise and sympathetic counselor. His memory is cherished in the hearts of his many friends.

Less than three weeks after this second bereavement came a third. On the nineteenth of April, the genial, active, sunny-spirited, Bradford K. Peirce, suddenly left us for the better country. Beautiful soul! How rounded and complete his life-work; how gracious the influences and the memories which live on after him! He was glad to spend his last months of labor in efforts for the financial building up of the University he loved, and in transferring to its custody the library which he had gathered with such care and interest. Not soon can his name and services be forgotten.



At the annual meeting in January, all members of the outgoing class were unanimously re-elected for the statutory period of five years.

At the same meeting, Miss Marion Talbot, A. M., was elected a Trustee, being the fourth chosen from the nominations of the University Convocation.

The vacancy created by the resignation of Mrs. Hemenway, was filled by the election of John D. Flint, Esquire, of Fall River. Luman T. Jefts, Esquire, was also elected a Trustee and assigned to the class of '93.

Later, on the thirteenth of May, the Vice-Presidency of the Corporation made vacant by the death of Mr. Sleeper, was filled by the unanimous election of the Hon. Alden Speare. At the same date, the Rev. William Nast Brodbeck, S. T. D., was elected to the place of Dr. Peirce.

#### THE UNIVERSITY COUNCIL.

Under the editorship of the Council, the sixteenth volume of the University Year Book was issued at the usual time. The leading paper, entitled "The Cry of the Soul," was the Baccalaureate Address delivered on Convocation Day, 1888. A shorter essay, entitled "The Gates of Sunrise in the Oldest Mythologies," treated of a curious peculiarity of the most ancient art and mythical geography of the Egyptians and Babylonians and of its significance for scientific anthropology. This was reprinted in full in the December number of "The Babylonian and Oriental Record," London, 1889.

## INSTRUCTION.

In the teaching staff, few changes occurred. The most important was the filling of the chair of Systematic Theology by the election of Rev. Olin A. Curtis, S. T. D., of the class of 1880. This relieved the acting Professor, Doctor Daniel Steele, to whose valued services frequent reference has before been made in these Reports. It is a pleasure to add, that before closing his labors he had the honor to receive from the class that would next have come under his tuition, a testimonial, as grateful to him, as creditable to those who tendered it. Dr. Curtis entered upon his duties at the beginning of the present year, and is fulfilling the high expectations entertained respecting his adaptation to this work.

The careful reports of the Deans of the different Schools and Colleges show in all cases progress, but as the detailed description of the work of each department would unduly swell the present document, and contain much that was fully set forth last year, it will perhaps suffice, if room is here made for an extended account of the courses given in the College of Liberal Arts. The following statement sums up the substance of the special reports of the various Professors and the Annual Report of the Dean.

## SANSKRIT.

In the Fall Term the class consisted of six, — three regular and one special student, one from the School of Theology, and one post-graduate. The number was one less in the Winter Term and two less in the Spring.

Whitney's Grammar was used throughout the year. Lanman's Reader, in which three books of the *Nalopākhyānam* were read, was used the first term; the *Hitopadeśa* and the *Manava Dharmaśāstra* were read the second term; and selections from the *Vedas* the third term. A separate advanced course of instruction was also given in Sanskrit to one student in the School of All Sciences throughout the year. All of the above were by Professor Lindsay.

#### GREEK.

*Freshman Class.* — For the first term this consisted of fifty-six regular and six special students, with one senior and one sophomore; the second term, of fifty-seven regular and five special students, and one senior; the third term, of fifty-four regular and five special students, with one senior and two sophomores. The class was divided into two sections, except on lecture days. The course of study differed from that of preceding years in two respects. Xenophon's *Hellenica* was substituted for the *Memorabilia of Socrates*; and though in this case the purpose of the substitution was realized, it will be better to keep to the *Memorabilia* until the work of the preparatory schools is more thorough, and entering students have a larger aptitude for grave, historic studies. The other new feature of the work was a course of weekly, informal lectures to the whole class, during the first and third terms, upon Greek life and customs, which proved to be of such interest as to warrant a continuance of this feature of the instruction. Greek writing was done throughout the year; even this amount of practice does not suffice as a remedy for the inadequate knowledge of the elements of Greek grammar, which all our classes show on their admission to college.

*Sophomore Class.* — The first term (Greek required) the class numbered 37; for elective work, the second term, the number was twenty-two regular and one special student and one senior; and, the third term, twenty-six regular. A considerable part of Demosthenes *On the Crown* was read in the Fall Term. Only one class has yet been able to finish this speech in one term with but two hours a week for its study. The second term was given to *Ædipus Rex*, with some attention to its metric. It is hoped that Mayor's Metre will find its way into our High Schools.

The third term, Xenophon's *Symposium* was read. Its reflection of the private life and manners of Athenian society was especially studied.

*Junior Class.* — Greek was elected the first term by twelve juniors and one special student; the second term by fifteen juniors and three seniors — there being too few of the latter to form a class by themselves;

the third term, by thirteen juniors. During the Fall Term Plato's *Apology* and *Crito* were read. This work has been found so suitable that it has become a standard for this period of the course. But, as it will be necessary to combine the senior and junior classes in Greek for the Fall Term, 1889, Plato's *Protagoras* will be recommended for the joint class. The Winter Term was given by the class to the *Clouds* of Aristophanes. This Greek is easy, racy, clear, and, after the elimination of the offensive passages, unexceptionable. The Spring Term was devoted to the *Anthology*; some good work was done, also, in Greek writing.

*Senior Class.* — The class was represented by nine the first term, three the second (uniting with the juniors), and seven the third. In the Fall, Xenophon's *Æconomicus* was read, a work little used in America, but interesting and profitable, as it is almost unique in its portraiture of a Greek wife in her rôle as a housekeeper. At this stage, a class can read a considerable quantity of Greek at a recitation, and, consequently, can make the subject more vital. In the Spring, the class gave the two hours a week to Greek writing and *Theocritus*. The dispersion and division of classes (in one course) after the elective period begins, may teach the necessity of earnest work in the prescribed studies.

All of the foregoing studies were under the supervision of Professor Buck.

#### LATIN.

*Freshman Class.* — This numbered sixty-eight regular, sixteen special students and one from the School of Theology. The unusual size of the class made necessary, for the first and second terms, a division into two sections, one of which was put in charge of Dr. Perrin, in addition to his regular duties in the department of North European Languages. The course in the two divisions was practically the same.

The first term, the work was upon the twenty-first book of Livy's *History*, selections from Nepos' *Lives*, with exercises in turning English into Latin. One hour each week was devoted to lectures on the Life of Livy, and on the Outlines of the Science of Language, given before the whole class. The work of this term is largely grammatical, and the aim of the instruction is to develop the principles of the language in a way to enable the students to classify the facts of grammar already at their command.

The second term, the divisions were exchanged between Professor Lindsay and Dr. Perrin. The *Odes* of Horace furnished material for translation; and the entire class met once a week for a lecture, by

Professor Lindsay, upon the Life of Horace, as set forth in his own works. The attention of the class was directed less to grammatical technicalities, and more to the content and spirit of the literature. Each ode read was treated as a work of art in itself.

In the third term, both divisions, reciting separately, were in charge of Professor Lindsay. The class read the *Ars Poetica* of Horace, and selections from the *Epodes*, reciting two hours each week, and listening to lectures on the Science of Language one hour each week. The principal work of the term was the elucidation of the *Ars Poetica*.

*Sophomore Class.*—The first term forty-five regular, twelve special students, two from upper classes, and one from the School of Theology, constituted the class. The second term, the elective class included thirty-three regular and six special students; and the third term, twenty-six regular and five special students.

The *Letters* and *Epistles* of Horace were read the first term, and the picture of Roman life therein presented, was amplified and explained.

The second term, Tacitus' *Life of Agricola* was read; lectures were also given on the Life and Works of Tacitus, and on his grammatical and rhetorical peculiarities.

The work of the third term was upon the *Satires* of Juvenal, with references to the history of Latin satire, and with lectures on the Life and Works of Juvenal.

*Junior Class.*—This year, for the first time, it was possible to divide the Latin of the junior and senior classes. The advantages of such a division are obvious; and the work done by the two classes was much more satisfactory than that accomplished in former years.

This class numbered twenty-seven regular and two special students the first term; twenty-three regular and four special students the second term; and seventeen regular and eight special students the third term.

In the Fall Term, the work was upon Cicero's *de Natura Deorum*. Special attention was given to the systems of philosophy, the doctrines of which form the subject of the treatise.

The work of the Winter Term consisted of Latin writing and the reading of Cicero's *de Amicitia*. Exercises from Bennett's *Second Latin Writer*, and from the text of the *de Amicitia*, were written by the members of the class, and subjected to correction and criticism.

This work was continued for the Spring Term, with the substitution of Cicero's *de Senectute* for the *de Amicitia*.

*Senior Class.*—This class numbered eleven students the first term, eight the second and third terms, all regular. The work for the year covered a large amount of Latin read outside of the class room. Short



essays based on this reading were read and discussed in the recitation hours.

An advanced course in Latin was also separately given to one young woman in the School of All Sciences, throughout the year.

#### ANGLO-SAXON.

The class in this study was continued through the Winter and Spring Terms, and was composed as follows:—one senior, three juniors, and four special students the Winter Term; one senior, three juniors and two special students, the Spring Term.

A summary of the history of the Early English language and of the relations of Anglo-Saxon to the other Germanic languages and literatures was given in lectures. The skeleton of forms and syntax was taught from the translation of Siever's *Anglo-Saxon Grammar*. The class read about all the selections of prose and poetry given in Körner's *Angelsächsische Texte*.

The above courses in Anglo-Saxon were given by Dr. Perrin.

#### ENGLISH.

1. *Rhetoric*.—This was prescribed work with the Sophomore class; the first term, the class numbered fifty-three regular and ten special students. Genung's *Practical Rhetoric*, was used as a text-book. The students were also required to make rhetorical analysis of certain masterpieces. Two essays were written and read before the class by each student. Oral and written criticisms were made upon the work by the Professors.

2. *English Literature*.—With the Sophomore class, this was required work; the class was composed of forty-nine regular and eleven special students—with two seniors and two freshmen, the Winter term; and forty-seven regular and seven special students, the Spring term. The work comprised a study of Minto's *Characteristics of English Prose Writers*, a critical examination of the works of Macaulay, Carlyle, Bacon and Addison; and Shaw's *Revised English Literature* with supplementary lectures by the Professor.

The Junior class numbered thirty-two regular and fourteen special students in the Fall Term, thirty regular and thirteen special students in the Winter Term, nineteen regular and twelve special students in the Spring Term.

The courses of instruction were as follows:

FIRST COURSE.—Literary Art, with especial reference to poetry; taken up under such topics, as The Nature of Art; Beauty and Truth in Art; Art and Science; Architecture, Sculpture, Painting, Music and Poetry—their peculiar powers and limitations in the matter of expression; the Nature of Poetry; Poetry distinguished from Oratory and Prose Fiction; Some Principles of Poetical Criticism. The lectures were largely illustrated by English Poetry.

SECOND COURSE.—*English Prose Fiction*. Lectures were given upon some originals of certain English types, under such topics as, The Origin of Fiction; The Fable; The Migration of Fables and Tales; The Romances of Lucian, Boccaccio and Cervantes, their influence upon English writers of Prose Fiction; Early English Romances; Daniel Defoe; Sir Walter Scott. Masson's "*British Novelists and their Styles*," was used in connection, with the lectures. Three of Scott's novels, were critically studied.

THIRD COURSE.—English Prose Fiction continued, with a critical study of Thackeray, Dickens and George Eliot. Original work was also done by the students, upon the novels of Hawthorne, Holmes and Howells.

The Senior Class in Literature, included in the Fall, twenty-six regular, nine special students, and one from the School of Theology; in the Winter, twenty-one regular and ten special students; and in the Spring, twenty-five regular, and eight special students.

3. *Rhetorical Exercises*.—The Senior Class had these with the Professor the entire year, one hour a week. The first term, each student was required to prepare and deliver two original orations, or one oration and two essays. The second term, the requirement was, two essays, or, three speeches to be prepared without writing,—an exercise, in extempore delivery. The third term was given to personal work, with each member of the class, in connection with the graduation theses.

The Freshman Class, one hour a week, in the Winter and Spring Terms, were conducted through a course in Clark's *Practical Rhetoric*.

All of the above were given by Professor Dorchester.

#### FRENCH.

*Sophomore Class*.—In the Winter Term, required French, was begun by a class, which included forty-seven regular, and fifteen special students. As the class had given no attention to French, since the beginning

of the Freshman year, somewhat elementary work had to be done at first. Much stress was laid upon the importance of acquiring a good pronunciation and a thorough knowledge of the principles of the grammar. Fifteen exercises in Keetel's *Analytical and Practical French Grammar*, were carefully translated into French, with explanation of etymology and syntax. About sixty pages of Töpffer's *Bibliothèque de mon Oncle* were read, and one book of La Fontaine's *Fables*.

This study, was elective in the Spring Term; and the class numbered forty-four regular, and ten special students. Besides work in the grammar and the reading of two books, of the *Fables*, *La Poudre aux Yeux*, of Labiche and *Les Deux Sourds*, of Jules Moinaux, were completed.

*Junior Class.*—In the Fall Term, this class contained thirty-one regular, and ten special students. With a good working knowledge of the language, the class was capable of being conducted almost entirely in the French language. Authors of the eighteenth century were studied, and talks upon their lives, times, and contemporaries were given from time to time. Blouet's *Primer of French Composition* was completed, also, Part I, of Rougemont's *La France*, a work in French on customs and institutions. This was supplemented by talks upon the subject matter, intended to lead the students to speak in French. Moliere's *Le Medecin* and *L'Arave*, Racine's *Athalie* and Corneille's *Cid*, were also read.

The second term's work was elected by fourteen regular, and seven special students. The books of Blouet and Rougemont, were continued for drill. Nineteenth century authors were taken up: *Marianne*, by George Sand, and *Un Mariage d'Amour*, by Halévy, were read, and explained in French.

The class numbered ten regular, and six special students in the third term. The work was continued as outlined for the previous term. *Le Buste*, of E. About was read, and the study of nineteenth century authors continued.

*Senior Class.*—The first term, ten regular, and four special students elected French. The course was offered for the first time, as a Senior elective, for the special study of French literature of the nineteenth century. This course on literature, covering that of the seventeenth, eighteenth and nineteenth centuries—is given, in successive years, so that new work can be done by any student throughout the triennium. Students were expected in this class to understand the spoken language, one half of *Le France*, was completed. Blouet's book was finished, and Victor Hugo's *Hernani*, and *Ruy Blas*, were read. An attempt was made in occasional lectures, to give the students an idea of the causes of the French Revolution. and an outline of French history in this century.

The second term's work, was elected by ten regular, and four special students. Work in Composition was carried on; *La Mare au Diable*, of George Sand, *Les Aventures du Dernier Abencerrage* of Châteaubriand and *La Bataille de Trafalgar* of A. de Lamartine, were read. Talks in French were given upon the lives, times and important works of these authors.

The third term, nine regular, and two special students, formed the class. The works read were *Un Drame de la Mer* by Dumas, *La Mère de la Marquise*, by E. About, *Le Chien du Capitaine*, by L. Enault, *Le Siège de Berlin*, by Daudet.

All of the above courses were given by Mr. Geddes.

#### ITALIAN.

*Junior Class.*—Fourteen Juniors formed the class in this study the first term; six, the second and third terms.

Daily exercises, in pronunciation and grammar, were recommended to the students in order to a substantial foundation in the Italian tongue. The first twenty-five lessons in Sauer's Grammar were completed in the Fall Term, and about one hundred pages of *Cuore*, by De Amicis, were translated. This book was finished in the second term, grammar exercises having been continued. The third term much time was given to sight translation. The play *Una Nuova Linea di Strada Ferrata*, by G. del Testa, was read, also the story *Fante di Picche*, by S. Farina.

*Senior Class.*—This advanced Italian was elected by two Seniors and one Junior. The course is intended not only as a study in the Italian language, but as an examination into something of the literature and arts of Italy in the thirteenth and fourteenth centuries. The one author studied by the class throughout the year was Dante. During the first term, a series of talks was given upon Dante and his age; also, as collateral reading, *A Shadow of Dante*, by M. F. Rossetti, was recommended. As a prelude to the *Divina Commedia*, the *Vita Nuova* was read, and comparisons were made with English versions, such as those of Professor Norton and D. G. Rossetti. Twenty cantos of the *Inferno* were selected, examined and critically read.

During the second term Cimabue and Giotto and their influence upon Italian art, were discussed, and also the relation of the fine arts to the *Divina Commedia*. Twenty cantos of the *Purgatorio* were read.

The literature of the period came under review in the third term. Rossetti's *Dante and his Circle* was made the basis for collateral reading. *Le Tresor* of Brunetto Latini, and the works of other eminent

contemporaries, were discussed. Twenty cantos of the *Paradiso* were thoroughly read,

All of the above courses were given by Mr. Geddes.

#### SPANISH.

*Senior Class.*—This study was elected by five seniors and two graduate students the first term; the class was diminished by one the second and by two, the third term.

The course is parallel to the first Italian one, and the work is of a similar character; attention during the first term is given largely to grammar and pronunciation. About one-third of Montsanto and Languellier's *Spanish Grammar* was gone over carefully, and two books of *Gil Blas* were read. This work was continued the second term.

During the Spring Term, the time was largely occupied in endeavoring to teach the students to read Spanish at sight with rapidity and ease. Twelve of the poems of Camporamor were translated, the whole of *El Capitan Veneno*, by Alarcon, was read, and also selections from the more celebrated passages of *Don Quixote*.

The above instruction in Spanish was given by Mr. Geddes.

#### GERMAN.

*Freshman Class.*—This numbered sixty-two regular and twenty special students, and was conducted in two separate divisions. After a general outline of the characteristics of the German language, given by lectures, the grammar was taught by way of notes upon the short sentences in Worman's *Deutsches Echo*, until the whole ground of German grammar had been covered in detail. Otto's *Elementary Grammar* was used for reference. Simple and complex sentences were turned into German; besides seven sections of the *Echo*, some sixty exercises in Otto were read, generally at sight, in class. The table of declensions compiled by A. L. Rothe, was found very useful. A lecture was given once a week in the German language; sometimes, in the form of a reading from German authors, and sometimes an extemporaneous talk.

*Sophomore Class.*—This numbered forty-eight regular, fifteen special students, and one from the School of Theology, in the Fall Term; forty-five regular and twelve special students in the Winter Term; thirty-seven regular and thirteen special students in the Spring Term.

The stories in Baumbach's *Zwielicht* were read and the students wrote out in German free sketches of each story. The errors were carefully corrected and explained. During the year, *Die Weihnachts*



*Geschichte* and *Der Neffe als Onkel* were read. Special attention was paid to learning idiomatic expressions. Set lessons were seldom translated except difficult passages.

*Junior Class.*—This numbered for the Fall Term thirty-four regular and eight special students; the Winter Term twenty-seven regular and eight special students; the Spring Term nineteen regular students. During the first and second terms, *Wilhelm Tell* was read and anecdotes from Stein's *Exercises* were translated into German, the two kinds of work alternating. Five summaries of each act of *Wilhelm Tell* were also written in German, and corrections explained to the class. In the Spring Term the Juniors united with the Seniors, in the work indicated below.

*Senior Class.*—The class consisted of eighteen regular and six special students, in the Fall Term; twenty regular, four special students, and one from the School of Theology, in the Winter Term; and, with the Juniors in the Spring Term, the number was forty-five, nine of whom were special students, and one from the School of Theology.

The first term the *Jungfrau von Orleans* was read, and one-third of the anecdotes from Stein's *Exercises*, were translated. Written exercises, similar to those of the Junior work, were frequently required. During the Winter Term the class was divided into two sections. The first division paid more attention to the language—reading a portion of Hauff's *Lichtenstein*, and continuing in Stein's *Exercises*; while the other division read more rapidly with a literary object in view. The second division read *Lichtenstein*, Scheffel's *Ekkehard*, Goethe's *Hermann* and *Dorothea*, Spielhagen's *Auf der Düne* and Scheffel's *Trompeter von Säckingen*. The recitation hours were spent in discussions based upon original papers and reviews written by the members of the class, and involving a criticism of what was read. In the Spring Term the joint class used Grossmann's *Literaturgeschichte*, which, with its biographies and abundant selections, enabled the class to get a glimpse of the history of German poetry. A large amount of reading was required of the Senior members. Language study was constantly subordinated in this course to the knowledge of German literature; and an important and valuable object was the attainment of facility in reading literary selections.

Students who desire to devote more time to German can do double work by being in the two sections of a class that do different work, as was the case in the Senior class; or by taking the work of two classes. This was done by several students last year.

All the German courses were given by Dr. Perrin.

## PHILOSOPHY.

The following philosophical courses were given by Professor Bowne, to the classes indicated:

PSYCHOLOGY. Thought studied as a fact; its forms and laws investigated; Current Theories of the same expounded and criticised. Epistemological questions not here considered.—*Fall Term*, five hours a week. The class consisted of 67 members, 25 women and 42 men.

LOGIC. Thought studied not as a fact, but as an instrument of knowledge. Actual knowledge, from simple perception to scientific system, the outcome of a highly complex thought-activity. Investigation of the laws, forms, aims, and methods of this activity.—*Winter Term*, five hours a week. The class had 64 members, 24 women, 40 men.

METAPHYSICS. All speculative thinkers distinguish between the real and the merely apparent. Consequent necessity for a critical inquiry, with the aim of deciding under what form the truly real is to be conceived. Modifications of ontological and cosmological ideas in the light of rational criticism.—*Winter Term*, four hours a week. The class had 49 members, 16 women, 33 men.

PHILOSOPHY OF THEISM. The logical value and foundation of Theism considered. The argument with its grounds and difficulties. Theism the solution of a universal problem.—*Fall Term*, four hours a week. The class: 45 members, 20 women, 25 men.

THEORY OF KNOWLEDGE. Course on Logic continued and completed. The study of thought as a process supplemented by the study of knowledge as its product. Knowledge defined, and the conditions, subjective and objective, of its validity investigated. The claims of scepticism, agnosticism, etc., considered at length.—*Spring Term*, three hours a week. The class consisted of 41 members, 17 women, 24 men.

PHILOSOPHY OF ETHICS. Critical and constructive review of ethical theories. Psychological questions as to the nature and origin of moral faculty ruled out as irrelevant.—*Fall Term*, two hours a week: 31 members, 14 women, 17 men.

HISTORY OF PHILOSOPHY. From Descartes to the present time.—*Spring Term*, five hours a week. Students, 42, 17 women, 25 men.

The Philosophical Club, organized in 1886, maintained stated meetings for the furtherance of its members in philosophical studies.

Under the auspices of the University, a special course of five lectures on Educational Psychology was given in Jacob Sleeper Hall, by William

T. Harris, LL.D., now United States Commissioner of Education, in Washington. The topics treated were as follows:—

1. Introspection contrasted with external Sense Perception.
2. Mental Pictures *versus* General Ideas.
3. The Logical Constitution of Sense Perception.
4. Physiölogical Psychology.
5. The Psychology of Mathematics, Æsthetics, and Ethics.

#### ETHICS.

This is prescribed work for the junior class, Spring Term, five hours a week. The work was conducted by the Dean—the class consisting of forty regular, and two special students, nineteen men and twenty-three women. The text book used, was President Robinson's *Principles and Practice of Morality*, a compact and suggestive work, which treats briefly of the chief points in Ethics. The compendious character of this book, made it possible to introduce other material into the term's work, especially a review of the history of ethical thought, which occupied one hour each week, also discussions of important principles where enlargement of the view seemed to be called for.

#### EVIDENCES OF CHRISTIANITY.

This is prescribed work for the senior class, Winter Term, four hours a week. The class was in charge of the Dean, and numbered thirty-one, twelve men, and nineteen women.

The instruction was given by lectures. The aim was not so much to follow the old order of defense for the Christian system, as to emphasize the great truths of Christianity, to outline the main sources of unbelief and indicate its weaknesses, to show the reasonableness of the supernatural element of Revelation, and to gather some of the most striking of the external attestations that history has furnished for Christianity.

#### HISTORY.

*Freshman Class.*—This study was begun by the Freshmen, in the Winter Term; the class numbering sixty-eight regular, and sixteen special students. Myers' *Ancient History*, was in the hands of the students as a basis; lectures were given upon supplementary topics and especially upon the Aryan roots of Græco-Roman civilization. Two hours a week in the Winter Term, and one hour a week in the Spring Term, enabled the

class to do scarcely more than outline work, as the field covered, reached down to the later Roman empire.

*Sophomore Class.*—The work of this class, prescribed in the Fall Term, was done with text-book and lectures combined. The period covered, extended from the fall of the Western Empire, to the French Revolution. The class numbered forty-five regular, and twenty special students.

In the Winter Term, the elective class numbered forty regular, and eleven special students. The subjects of study were, the French Revolution, and English History in the seventeenth and eighteenth centuries.

In the Spring Term, there were twenty-nine regular, and eleven special students, who made a study of the History of England in the present century, using *Bright's English History*, Vol. IV, as text.

The historical books that have been added to the College Library in the Peirce Collection, are giving enlarged opportunities for students to do work in topical study hitherto impracticable. The entire work in History was under the direction of the Dean.

#### CONSTITUTIONAL LAW.

Seventeen seniors, and one special student elected this study, in the Fall Term, three hours a week. Cooley's work was used. The aim was not simply to go through an analysis of the Constitution of the United States; but also to study the development of the principles contained in this instrument, and underlying the practical working of the National Government—especially during the first half century of its history. Lectures and discussions were freely interspersed.

#### MATHEMATICS.

In the absence of Professor Coit, who spent the year in Europe, this department was in charge of Mr. William Marshall Warren, with Mr. George E. Whitaker as fellow instructor for one division of the Freshman class. The two divisions of this class used the same books and took the same examinations.

The Freshman class numbered eighty-two; sixty-six regular and fifteen special students the first term; and was only slightly diminished the two following terms.

In the first course, Wentworth's *New Plane and Solid Geometry* was used. The work of the Winter Term was based upon Well's *University Algebra*; and the same author's larger *Trigonometry* was used in the Spring

Term. The logical structure of each study and its connections with the other mathematical sciences were made the object of frequent thought and discussion. In the study of Geometry the simpler principles of perspective drawing were explained. The early history of mathematics received incidental attention. Occasional written exercises on assigned themes were required.

*Sophomore Class.*—This class numbered thirty in the prescribed Fall Term course in Spherical Trigonometry. Newcomb's book was used. Supplementary matter was given by lectures or worked out through class discussion.

In the Spring Term, Surveying was elected by eighteen regulars and one special student. Wentworth's Treatise was used. One recitation a week was omitted for part of the term in order to secure more time for field work. Excursions were made to convenient points in the city and suburbs, where work with transit, chain, and compass was carried on.

*Junior Class.*—The elective courses were taken by classes numbering eleven, seven, and five, for the successive terms. Bowser's *Analytical Geometry* was used in the Fall Term; and the same author's *Differential and Integral Calculus* during the two terms following. In the first course, the class advanced into the Analytical Geometry of Three Dimensions far enough to gain some acquaintance with its essentials. In the second course, discussion of the logical basis of the Calculus was deferred until the end of the term, when a better knowledge of both subject matter and method made discussion more profitable. In the Integral Calculus particular stress was laid upon plan and rationale. Theses upon the Calculus, embodying the results of both class work and independent investigation, were substituted for part of the final examination.

#### CHEMISTRY.

Professor Thomas E. Pope, of the Institute of Technology, conducted the Junior elective class in this study. The course is given in the Winter Term, and consists of lectures and laboratory work, occupying together, six hours a week. Remsen's *Inorganic Chemistry* is recommended to the students. The class numbered twenty-one,—nine women and twelve men.

#### PHYSICS.

The instruction in this department was by Professor Charles R. Cross, at the Institute of Technology. Last year for the first time, the laboratory



work (two hours a week), was made elective. The lectures (three hours a week) were continued as required work for Sophomores through the Winter and Spring Terms. The subject treated in the lectures of the Winter Term was General Mechanics, which is a necessary introduction to the study of any portion of Physics. During the Spring Term the subject chosen for the lectures was Light, instead of Sound, the subject which has been usually treated, in order that such members of the Junior and Senior classes as desired might obtain a further knowledge of Physics than can be acquired in the prescribed course. By varying from year to year the subject discussed, it will be possible for students especially interested to obtain a knowledge of the subject as a whole. The class taking the required work in the Winter Term numbered fifty-one, eighteen men and thirty-three women; in the Spring Term the elective class in laboratory work numbered twelve, three men and nine women.

#### NATURAL HISTORY.

The following studies, were as usual, pursued by elective classes, at the Natural History Building on Berkeley street, and under the direction of Professor Alpheus Hyatt and Mr. B. H. Van Vleck.

1. BOTANY—a Sophomore elective for the Spring Term, two hours a week, chosen by twenty-three—thirteen men and ten women.

2. ZOOLOGY—a Junior course, running through Fall and Winter Terms, four hours a week during the former, and three during the latter. This study was elected by twenty-one men and twelve women in the Fall, and by twelve men and nine women in the Winter.

3. PHYSIOLOGY—a Junior course of the Spring Term, two hours a week, elected by seven men and eighteen women.

During the past year the laboratory privileges at the Natural History rooms have been somewhat increased by the purchase of an additional number of excellent microscopes.

The work in each of the above mentioned courses can now be of a more practical character than heretofore, and by consequence, of greater educational value. The aim of this department is to correlate the courses in Botany and Zoology; hence, it is earnestly recommended that students should elect for a continuous course in Zoology running through the two terms. An earnest plea comes from the instructors for more time to be devoted to Botany and Physiology, which are now limited to about twenty lectures each. It is hoped that such an enlargement may ere long be effected.

# GEOLOGY.

Professor W. H. Niles, of the Institute of Technology, lecturer. The class—elective, from the Junior and Senior classes, Winter Term—numbered fifty-nine; thirty-one men and twenty-eight women.

The method of instruction was both by text-book, Le Conte's *Compend of Geology*, and by lectures. The oral instruction aimed at an ample discussion of the topics treated in the book, and the exposition of matter which can be presented best by the teacher with his collections. Geological specimens, maps, diagrams and photographic views were freely employed. The whole scope of the Science was brought under discussion, including Dynamical, Structural and Historical Geology. In a short term's study, of four hours a week, such a broad treatment must necessarily be rapid. The lecturer endeavored to impress upon the minds of his students the fact that the structure and phenomena of the earth constitute an open record, and that they are to learn to reason correctly upon what they see, and make a wise use of the information which specimens, book and lecturer presented.

# ELOCUTION.

This department was under the charge of Professor Holmes. This work is now limited to the Sophomore and Junior classes. As the arrangement of elocutionary instruction the previous year had given the Freshman class one hour a week, it was deemed advisable to make the courses elective for the Sophomore's, after the first term, this year.

The aim of this department has been to aid the students to become easy, natural and effective readers, and speakers. The attempt was made to elucidate the fundamental principles of good speaking and to embody them in the students' practice.

In the Junior class prominence was given to original work. In the second term, each student was required to deliver two original orations; and in the third term, to make a critical study of one standard oration, to deliver one original oration, and to participate in a debate.

The Sophomore class numbered fifty-five the first term; thirty-four, the second, and twenty-five the third term. Professor Holmes had this class, also, in essay-writing, the second and third terms, to relieve the Professor of Rhetoric.

The Junior class numbered forty-four for the year.

## LECTURES ON COLLEGE LIFE AND WORK,

were delivered once a week, by the Dean, to the Freshmen, throughout the Fall Term. The class numbered seventy-three. Some of the more important matters that pertain to the induction of students into College work and relations were discussed in familiar talks. The special form of our own College society, its government, its religious life ; methods of study ; physical culture ; principles in elective studies ; the relation of student-life to subsequent work in the world,—were some of the topics thus treated.

## THE REGISTRATIONS OF THE YEAR.

The whole number of students in all departments was eight hundred and seventy-five. Their classification is presented in the following table :—

	Men.	Women.	Total.
College of Liberal Arts . . .	113	164	277
College of Music . . .	11	11	22
College of Agriculture . . .	125		125
School of Theology . . .	126	4	130
School of Law . . .	149	4	153
School of Medicine . . .	61	37	98
School of All Sciences . . .	80	34	114
Sum by departments . . .			919
Counted twice . . .			44
Total . . .			875

The totals of the decade show a very gratifying advance. They stand as follows :

In 1880-81	.	.	.	.	.	.	.	507
In 1881-82	.	.	.	.	.	.	.	555
In 1882-83	.	.	.	.	.	.	.	602
In 1883-84	.	.	.	.	.	.	.	614
In 1884-85	.	.	.	.	.	.	.	620
In 1885-86	.	.	.	.	.	.	.	710
In 1886-87	.	.	.	.	.	.	.	769
In 1887-88	.	.	.	.	.	.	.	775
In 1888-89	.	.	.	.	.	.	.	875
In 1889-90	.	.	.	.	.	.	.	928

It will be noticed that in the College of Music the sexes were in number exactly equal. It is a still more curious fact that in the three classes—though their respective memberships were two, four, and sixteen—the number of young men and of young women was in each case precisely equal. So remarkable an illustration of ideal co-education was probably never before presented in a college.

Glancing back sixteen years to the first Year Book summary according to sex, we find the relative numbers as follows :

Year.	Young Women.	Young Men.
1874-75	102	376
1875-76	144	483
1876-77	163	502
1877-78	171	495
1878-79	174	458
1879-80	113	397
1880-81	101	404
1881-82	117	428
1882-83	132	464
1883-84	155	455
1884-85	164	456
1885-86	160	550
1886-87	179	590
1887-88	195	580
1888-89	250	625
1889-90	256	672
Totals	2576	7935

Of the total attendance the first year named, the young women constituted twenty-one per cent. At present they constitute twenty-seven per cent. Taking the grand totals, it is found, that the average per cent. through the entire period is twenty-five. In the sixteen years there has been a gain of only six per cent. in the direction of equality. Indeed, in the last fifteen years the gain has been but about four per cent.

### THE PROMOTIONS OF THE YEAR.

At the Annual Commencement in June, one hundred and forty-nine were promoted to membership in the University Convocation, to wit :—

With the Degree of	Men.	Women.	Total.
Bachelor of Arts . . . .	10	12	22
Bachelor of Philosophy . . . .	2	8	10
Bachelor of Science . . . .	12		12
Bachelor of Theology . . . .	24		24
Bachelor of Laws . . . .	39		39
Doctor of Medicine . . . .	20	9	29
Master of Arts . . . .	1	3	4
Doctor of Philosophy . . . .	2	1	3
With Diploma Certificates:			
In School of Theology . . . .	6		6
Totals . . . . .	116	33	149

This was twenty more than were graduated the preceding year.

### THE FINANCES.

The annual report of the Treasurer, showed that at the close of the fiscal year Aug. 31, 1889, the assets of the University were as follows :



Real estate above incumbrance . . . . .	\$1,116,469.77
Stocks, bonds, etc. . . . .	235,121.35
Notes receivable . . . . .	24,362.13
Sundries . . . . .	44,324.59
Total . . . . .	<hr/> \$1,420,277.84

The liabilities at the same date were \$3,434.10, leaving the excess of assets over liabilities \$1,416,-843.74.

The largest gift of the year was a store on Summer street, valued at present at \$90,000. It was received under the provisions of the will of our late Founder, the Honorable Jacob Sleeper. Another much valued gift was a lifelike portrait of Mr. Sleeper, painted by Mr. Vinton of this city.

### PRESENT NEEDS.

Whatever lives and grows, has living and growing needs. Fortunately, the growth of the University implies a growth in public favor, and presumably, an increase in the number of those who are both able and willing to minister to its wants.

The Trustees have just invested \$38,000 in the purchase of a new building adjoining the Law School and the College of Liberal Arts. It is expected that \$20,000 more will be needed in order to adapt it to the best advantage, to the uses of the two departments. Any gifts to aid in meeting these outlays, will be extremely welcome.

Plans have been drawn for a much needed enlargement of the Hall of the School of Theology, but until new and large gifts are received, this improvement

must remain unaccomplished. Gifts are also much needed for the new Bureau of Missions where they will answer the purpose of scholarships and at the same time, assist in Christian work among the lowly and neglected.

Five hundred dollars would enable the head of the mathematical instruction to make some very desirable additions to the instruments used in that department.

### TO MEN AND WOMEN OF WEALTH.

The first of the three founders of Boston University was the first Bostonian that ever left for public uses a gift exceeding one million dollars. Since that time, he has had no successor. Twenty years and more have passed since that beneficent bequest was determined upon, recorded and witnessed in the will and testament of which it was a part. Is it not time for Boston to produce a second millionaire benefactor? The number of persons able to devote a million dollars to public uses has probably quadrupled at the very least, since Isaac Rich initiated the princely line. Why may we not expect an early successor?

It is not necessary to ask what Boston University could do with a million dollars. All who know its needs and opportunities, know that it could at once use every dollar of it as economically and usefully as it has used the funds hitherto entrusted to it. Its School of All Sciences alone needs a million as soon as it can possibly be furnished. The same is true of its College of Liberal Arts. Its Professional Schools would still be imperfectly endowed were the million

divided among them. To equip the institution with a Library equal to those of the leading universities of the world, would require much more than a million of dollars. A million could wisely be invested in the endowment and equipment of our pinched and hampered College of Music, making it in effectiveness what it is in standard and purpose, the first of its kind in the world. To enable the University to do what it ought to do and desires to do in the interest of the higher education of women, would require the addition of at least a million to its endowments. If any public spirited individual desires to leave a million for the founding and endowment of a distinct new College, it can better be done in connection with the University, than it could be in isolation. In fine, there is almost no end to the useful forms of investment which could be suggested, forms that would certainly redound to the advantage of coming generations, and to the influence and fame of our goodly city. Such opportunities should powerfully influence all men and women providentially called to make testamentary disposition of the great fortunes of their generation.

#### SMALLER BENEFACTIONS

are capable of accomplishing great good. For example, gifts and bequests may be made effective for the promotion of Christian education in this institution in any of the following modes:—

1. The annual gift of one hundred dollars will secure free tuition to some eager and worthy collegiate student, who otherwise would not be able to undertake the acquisition of a liberal education. The same sum

suffices to pay the board of a student for one school year in our School of Theology. Many who now through poverty cannot come, would do so, if furnished this small amount of assistance. Moreover, in later years, they would in many cases return such gifts for the help of others, and so renew and perpetuate the beneficence indefinitely.

2. Permanently endowed Scholarships accomplish the same ends for all time. We have a number, but need more in every department. Under our statutes these scholarships are of three classes, called the first class, second class, or third class, according as their endowment is three thousand, two thousand, or one thousand dollars. One such scholarship in the College of Liberal Arts educates one student every four years, twenty-five every century, and through these many thousand more.

3. The latest results in scientific, historic, and other investigation cannot be known without access to the latest books and periodicals. That each of our departmental Libraries should be annually replenished, is therefore an indispensable necessity. For this purpose, in each department, we need several hundred dollars every year, or endowments yielding that amount.

4. A Fellowship or a Lectureship in any department may be permanently endowed by the gift of \$10,000. The donor's name will be given thereto, or that of any cherished friend whom the donor may wish to keep in lasting remembrance. For the training and utilizing of the highest scholars these foundations are of incalculable importance. As yet, we have but two. Who will found another?

5. The powers of one of the most gifted and best educated of men may be perpetually employed in teaching, on the donor's behalf and in his name, the best things pertaining to the life which now is, and to that which is to come, for the interest of \$40,000 invested in a permanently-endowed Professorship. This creation may also bear the name of the donor, or that which may be dearer to him than his own. Many such professorships are yet needed in each of our various departments.

6. But one of our University buildings was originally erected for University purposes. All of them are already outgrown. In some of them the over-crowding is inconsistent with comfort and best results in teaching. Half a million dollars expended at once in this direction would give no more than the most necessary additional accommodation. Still, each \$50,000 for new halls, or for the enlargement of old ones, will bring at one point or another great relief.

The history of the first twenty years of Boston University calls for devout gratitude. May the thank-givings of its friends become substantial thank-offerings. And may every like period of its future history be signalized by an equal prosperity.

WILLIAM F. WARREN.

BOSTON, April 15, 1890.



# APPENDIX.

---

## THE UNIVERSITY CORPORATION.

---

HON. WILLIAM CLAFLIN, LL. D., President.

HON. ALDEN SPEARE, Vice-President.

WILLIAM R. CLARK, S. T. D., Secretary.

RICHARD W. HUSTED, Esq., Treasurer.

WILLIAM F. WARREN, S. T. D., Member *ex-officio*.

James F. Almy, Esq.

Rev. W. N. Brodbeck, S. T. D.

Hon. Joseph Chadwick.

Mrs. Mary B. Claflin.

Hon. William Claflin, LL. D.

William R. Clark, S. T. D.

Mrs. Elizabeth Sleeper Davis.

Hon. Edward H. Dunn.

Oliver H. Durrell, Esq.

Hon. John D. Flint.

Bishop R. S. Foster, S. T. D., LL. D.

William O. Grover, Esq.

Hon. H. O. Houghton, A. M.

Richard W. Husted, Esq.

Hon. Luman T. Jefts.

Edwin H. Johnson, Esq.

Pliny Nickerson, Esq.

Willis P. Odell, A. M.

Willard T. Perrin, S. T. B.

John D. Pickles, Ph. D., S. T. B.

Sarah E. Sherman, M. D.

Hon. Alden Speare.

Daniel Steele, S. T. D.

Geo. M. Steele, S. T. D., LL. D.

Charles Steere, A. M., LL. B.

Marion Talbot, A. M., Sc. B.

Joseph B. Thomas, Esq.

John H. Twombly, S. T. D.

---

## THE UNIVERSITY COUNCIL.

---

WILLIAM F. WARREN, S. T. D., LL. D., President.

WILLIAM E. HUNTINGTON, Ph. D., Dean of the College of Liberal Arts.

EBEN TOURJÉE, Mus. D., Dean of the College of Music.

HENRY H. GOODELL, A. M., President of Mass. Agricultural College.

MARCUS D. BUELL, S. T. D., Dean of the School of Theology.

EDMUND H. BENNETT, LL. D., Dean of the School of Law.

I. TISDALE TALBOT, M. D., Dean of the School of Medicine.

BORDEN P. BOWNE, LL. D., Dean of the School of All Sciences.

---

## FACULTIES.

---

### COLLEGE OF LIBERAL ARTS.

12 SOMERSET STREET.

William F. Warren, LL. D., President.

William E. Huntington, S. T. B., Ph. D., Dean and Professor of Ethics and History, Newton Centre.

Augustus H. Buck, A. M., Professor of Greek, Wellesley.

Borden P. Bowne, LL. D., Professor of Philosophy, 380 Longwood Ave.  
 Thomas B. Lindsay, Ph. D., Professor of Latin and Sanscrit, Auburndale.  
 Judson B. Coit, Ph. D., Professor of Mathematics and Astronomy, Newton Centre.  
 Daniel Dorchester, Jr., A. M., Professor of Rhetoric, English Literature, and Political Economy, Malden.  
 James Geddes, Jr., A. M., Assistant Professor in French, Spanish and Italian, Brookline.  
 Marshall L. Perrin, Ph. D., Assistant Professor in German and Anglo-Saxon, Wellesley Hills.  
 Edward N. Kirby, A. B., Snow Professor of Elocution and Oratory, Cambridge.  
 George H. Fall, A. M., Lecturer on Roman Law, Malden.  
 Balfour H. Van Vleck, Sc. B., Lecturer on Botany, Zoology and Physiology, Andover.  
 Edward D. Roe, A. M., Instructor in Mathematics, Cambridge.  
 Alpheus Hyatt, Sc. B., Professor of Biology and Zoology, 7 Avon St., Cambridge.  
 William H. Niles, A. M., Professor of Geology, 10 Linden St., Cambridge.  
 Charles R. Cross, Sc. B., Professor of Physics, Norfolk House.  
 Lewis M. Norton, Ph. D., Sc. B., Professor of Chemistry, Mass. Inst. of Technology.

---

*COLLEGE OF MUSIC.*

FRANKLIN SQUARE.

William F. Warren, LL. D., President.  
 Eben Tourjée, Mus. D., Dean, Franklin Sq.  
 James C. D. Parker, A. M., Professor of the Pianoforte, Longwood.  
 Carl Faelten, Professor of the Pianoforte, Franklin Sq.  
 Carlyle Petersilea, Professor of the Pianoforte, Franklin Sq.  
 Otto Bendix, Professor of the Pianoforte, Franklin Sq.  
 George E. Whiting, Professor of the Organ and Composition, Franklin Sq.  
 Henry M. Dunham, Professor of the Organ, 407 Columbus Ave.  
 Emil Mahr, Professor of the Violin, Franklin Sq.  
 Wulf Fries, Professor of the Violoncello, 369 Dudley Sq.  
 Sig. Augusto Rotoli, Professor of Italian Singing, Franklin Sq.  
 John O'Neil, A. M., Professor of English and Italian Singing, Franklin Sq.  
 William L. Whitney, Professor of English Singing, Oratorio and Church Music, Franklin Sq.  
 Stephen A. Emery, Professor of Counterpoint and Composition, Newton Centre.  
 Louis C. Elson, Professor of Theory, History, Literature, Biography, Æsthetics and Criticisms, Franklin Sq.  
 George W. Chadwick, Composition and Orchestration, Malden.

## COLLEGE OF AGRICULTURE.

AMHERST, MASS.

- Henry H. Goodell, A. M., President; Professor of Modern Languages and English Literature.
- Chas. S. Walker, Ph. D., College Pastor and Professor of Mental Science and Political Economy.
- Levi Stockbridge, Honorary Professor of Agriculture.
- Charles A. Goessman, Ph. D., Professor of Chemistry.
- Samuel T. Maynard, Sc. B., Professor of Botany and Horticulture.
- Clarence D. Warner, Sc. B., Professor of Mathematics and Physics.
- Charles Wellington, Ph. D., Associate Professor in Chemistry.
- William P. Brooks, Sc. B., Professor of Agriculture.
- First-Lieut. Lester W. Cornish, Fifth Cav., U. S. A., Professor of Military Science.
- Charles H. Fernald, Ph. D., Professor of Zoology, and Veterinary Science.
- George F. Mills, A. M., Instructor in English.
- James B. Paige, V. S., Lecturer on Diseases of Domestic Animals.
- Frank E. Paige, LL. B., Lecturer on Farm Law.
- Austin Peters, D. V. S., M. R. C. V. S., Lecturer on Hygiene of Stock.

## SCHOOL OF THEOLOGY.

72 MT. VERNON ST.

- William F. Warren, S. T. D., Professor of Comparative Theology and of the History and Philosophy of Religion, 329 Broadway, Cambridge.
- John W. Lindsay, S. T. D., Professor Emeritus of Exegetical Theology, West Newton.
- Luther T. Townsend, S. T. D., Harris Professor of Practical Theology, Watertown.
- Henry C. Sheldon, A. M., S. T. B., Professor of Historical Theology, West Newton.
- Hinckley G. Mitchell, Ph. D., S. T. D., Professor of Hebrew and Old Testament Exegesis, Instructor in Assyrian, etc., 48 Pinckney St.
- Marcus D. Buell, A. M., S. T. D., Dean and Professor of New Testament Greek and Exegesis, 72 Mt. Vernon St.
- Olin A. Curtis, S. T. D., Professor of Systematic Theology, 23 Wyman St., Jamaica Plain.
- Edward N. Kirby, A. B., David Snow Professor of Elocution and Oratory, Cambridge.
- Bishop Randolph S. Foster, S. T. D., LL. D., Lecturer on Topics in Practical Theology, Elm Hill Ave.
- Borden P. Bowne, LL. D., Lecturer on Theistic Philosophy, Ethics and the Evidences of Christianity, 380 Longwood Ave.
- Marshall L. Perrin, Ph. D., Instructor in German, Wellesley Hills.

*SCHOOL OF LAW.*

10 ASHBURTON PLACE.

William F. Warren, LL. D., President.

Edmund H. Bennett, LL. D., Dean and Professor, 130 Commonwealth Ave.

Samuel C. Bennett, LL. B., Assistant Dean and Professor.

Charles Theodore Russell, A. M., Professor, 27 State St.

Elias Merwin, LL. B., Professor, 126 Commonwealth Ave.

## LECTURERS.

Edmund H. Bennett, LL. D., Agency; Contracts; Criminal Law; Partnership; Wills.

Samuel C. Bennett, LL. B., Agency.

Josiah H. Benton, Jr., LL. B., Law of Railroads, 265 Newbury St.

Melville M. Bigelow, Ph. D., Bills and Notes; Insurance; Torts; Cambridge.

Uriel H. Crocker, LL. B., Massachusetts Conveyancing, 19 Milk St.

Benjamin R. Curtis, LL. B., Jurisdiction and Practice of the United States Courts, 155 Newbury St.

Simon G. Crowell, LL. B., Landlord and Tenant, 40 Water St.

Frank Goodwin, LL. B., Real Property, 11 Beacon St.

William G. Hammond, LL. D., History of the Common Law, St. Louis, Mo.

Elias Merwin, LL. B., Equity Jurisprudence; Equity Pleading.

John Ordronaux, LL. D., Medical Jurisprudence, New York City.

Edward J. Phelps, LL. D., Constitutional Law, Burlington, Vt.

Charles T. Russell, A. M., Admiralty and Shipping; Evidence; Parliamentary Law, Pleading and Practice; Cambridge.

Charles T. Russell, Jr., LL. B., Law of Elections, 27 State St.

James Schouler, LL. B., Bailments and Domestic Relations, 60 Congress St.

George R. Swasey, LL. B., Sales, 39 Court St.

## INSTRUCTORS.

Homer Albers, LL. B., Bills and Notes, 165 Boylston St.

Samuel C. Bennett, LL. B., Agency; Contracts; Sales; Torts; Criminal Law.

Charles F. Jenny, LL. B., Massachusetts Practice, Hyde Park.

Joseph R. Smith, LL. B., Evidence, Boston.

Joseph G. Thorp, LL. B., Common Law Pleading, Cambridge.

Arthur H. Wellman, LL. B., Equity, Real Property, Malden.

Eugene L. Buffinton, LL. B., Reporter of Decisions in the Court of the University, 209 Washington St.

---

*SCHOOL OF MEDICINE.*

EAST CONCORD STREET.

William F. Warren, LL. D., President.

I. Tisdale Talbot, M. D., Dean, Professor of Surgery, 66 Marlboro' St.

Conrad Wesselhoeft, M. D., Professor of Pathology and Therapeutics, 291 Boylston St.

- Henry C. Ahlborn, M. D., Professor of Pathology and Pathological Anatomy, 258 Marlboro' St.
- J. Heber Smith, M. D., Professor of Materia Medica, 279 Dartmouth St.
- Walter Wesselhoeft, M. D., Professor of Obstetrics, Cambridge.
- Henry C. Angell, M. D., Professor of Ophthalmology, 16 Beacon St.
- Herbert C. Clapp, M. D., Professor of Diseases of the Chest, 11 Columbus Sq.
- Edwin E. Calder, A. B., Professor of Chemistry, Providence, R. I.
- Denton G. Woodvine, M. D., Professor of Diseases of the Throat, 739 Tremont St.
- J. A. Rockwell, M. D., Professor of Physiology, Norwich, Conn.
- Howard P. Bellows, Professor of Otology, 118 Boylston St.
- Horace Packard, M. D., Lecturer on Pathological Anatomy and Surgery, 295 West Chester Park.
- Adaline B. Church, M. D., Professor of Gynæcology, Winchester.
- John P. Sutherland, M. D., Professor of Anatomy, 157 Newbury St.
- George R. Southwick, M. D., Ass't Professor of Obstetrics, 136 Boylston St.
- James B. Bell, M. D., Lecturer on Surgery, 178 Commonwealth Ave.
- Joseph W. Hayward, M. D., Lecturer on Fractures, Dislocations and Gun-shot Wounds, Taunton.
- William L. Jackson, M. D., Lecturer on Electro-Therapeutics, 84 Dudley St.
- Elijah U. Jones, M. D., Lecturer on Sanitary Science, Taunton.
- J. Wilkinson Clapp, M. D., Lecturer on Pharmaceutics, 10 Park Sq.
- John L. Coffin, M. D., Lecturer on Diseases of the Skin, West Medford.
- Fred B. Percy, M. D., Lecturer on Materia Medica, Brookline.
- James Hedenberg, M. D., Lecturer on Diseases of Children, Medford.
- N. Emmons Paine, M. D., Lecturer on Insanity, Westborough.
- Edward P. Colby, M. D., Lecturer on Nervous Diseases, 10 Park Sq.
- John Ordronaux, M. D., LL. D., Lecturer on Medical Jurisprudence, New York.
- Alonzo Bootby, M. D., Lecturer on Surgical Diagnosis, 260 Clarendon St.
- N. R. Emerson, Lecturer on Minor Surgery, Dorchester.
- Charles L. Nichols, M. D., Lecturer on History and Methodology of Medicine, Worcester.
- John H. Payne, M. D., Lecturer on Diseases of the Eye, Copley Sq.
- Winfield S. Smith, M. D., Demonstrator and Lecturer on Anatomy, 671 Tremont St.
- Frank C. Richardson, M. D., Assistant in Nervous Diseases, 1 Saratoga Pl.
- Sarah S. Windsor, M. D., Assistant in Obstetrics, 157 Boylston St.
- Walter H. White, M. D., Librarian, 459 Columbus Ave.
- A. Howard Powers, M. D., Assistant Demonstrator of Anatomy, 756 Tremont St.
- Stephen R. F. Lantzius-Beninga, M. D., Assistant in Pathology and Curator of the Museum.
- N. L. Damon, M. D., Assistant Demonstrator of Anatomy, Dorchester.



# INDEX.

A	PAGE
Age of the first classes . . . . .	23
Agriculture, College of . . . . .	26
Anglo-Saxon . . . . .	40
Assets, table of . . . . .	30

B	PAGE
Baccalaureate Address . . . . .	35
Bachelor of Arts required . . . . .	15
Bancroft, Hon. George . . . . .	16
Bennett, Dean E. H., Esq. . . . .	16-19
Bigelow, Melville M. . . . .	17
Boston Theological Seminary . . . . .	14-23-33
Bowne, Dean Borden P. . . . .	29-46
Brodbeck, Rev. Wm. N. . . . .	35
Buck, Professor A. H. . . . .	38
Bureau of Missions . . . . .	56

C	PAGE
Cambridge, University of . . . . .	7-8
Catholicity in teaching . . . . .	16
Choate, Hon. Rufus . . . . .	16
Claffin, Lee, founder . . . . .	5-14-34
Claffin, Hon. William . . . . .	5
Coit, Prof. J. B. . . . .	48
College Life, lectures on . . . . .	52
College of Agriculture . . . . .	26
Registration . . . . .	52
College of Liberal Arts . . . . .	23
Founding of . . . . .	23
Extraordinary standard . . . . .	24
Early attendance . . . . .	25
Services to education . . . . .	25
College of Music . . . . .	21
Registration . . . . .	52
Colleges, advantages of several in a single University . . . . .	9
Comparative tables . . . . .	20
Convocation, The . . . . .	10-11-13
Corporation, original members . . . . .	3
Powers and functions . . . . .	11
Council, The University . . . . .	35
Cross, Professor Chas. R. . . . .	49
Curtis, Hon. Benjamin R. . . . .	17
Curtis, Professor O. A. . . . .	36

D	PAGE
Dempster, Rev. Dr. John . . . . .	15
Diagrams illustrating University organization . . . . .	6-8
Dorchester, Prof. D. . . . .	41

E	PAGE
English instruction . . . . .	40
English University . . . . .	7
Everett, Edward . . . . .	16
Evils of overgrowth . . . . .	8

F	PAGE
Fellowships needed . . . . .	58
Finances, Annual Report . . . . .	55
Financial History . . . . .	29-31
Fire, The Great Boston . . . . .	22-30
Foster, Hon. Dwight . . . . .	17

G	PAGE
Geddes, James, Jr. . . . .	43-44
German Gymnasium . . . . .	6
German University . . . . .	6
Graduation, Theory of . . . . .	10
Greek Courses . . . . .	37
Greene, St. John, Esq. . . . .	17-18

H	PAGE
Harris, Com. Wm. T. . . . .	47
Harvard University . . . . .	16-17-20-21-33
Hebrew required . . . . .	15
Hemenway, Mrs. Mary . . . . .	35
Hilliard, Dean Geo. S. . . . .	16-17
Holmes, Professor A. L. . . . .	51
Holmes, Oliver Wendell . . . . .	16
Homœopathic Hospital . . . . .	19
Huntington, Dean W. E. . . . .	23-47-52
Hyatt, Professor A. . . . .	50

I	PAGE
Institute of Technology . . . . .	43
Italian Courses . . . . .	49

J	PAGE
Jefts, Hon. Luman T. . . . .	35

<b>L</b>		PAGE			PAGE
Latin Courses . . . . .		38	School of Law opened . . . . .		16
Lawrence, Hon. William B. . . . .		17	First Dean . . . . .		16-17
Law School . . . . .		16	Professors . . . . .		17
New Building . . . . .		35	Advanced demands . . . . .		18
Libraries needed . . . . .		57-58	School of Theology, origin . . . . .		14-15
Lindsay, Dean John W. . . . .		23-29	Peculiarities of . . . . .		15
Lindsay, Professor T. B. . . . .		37-39	Enlargement needed . . . . .		11-55
Longfellow, Henry W. . . . .		16	Sleeper, Jacob, founder . . . . .		5
Lord, Hon. Otis P. . . . .		17	Decease of . . . . .		31
			Minute of the Trustees . . . . .		31
			Portrait presented . . . . .		55
<b>M</b>			Speare, Hon. Alden . . . . .		35
Massachusetts Agricultural College . . . . .		26	Steele, Rev. Daniel . . . . .		36
Medicine, School of . . . . .		19	Students, totals of decade . . . . .		53
Microscopes, additional . . . . .		50	Classification by sex . . . . .		53
Million Dollars, uses of . . . . .		56	Sumner, Hon. Charles . . . . .		16
Missions, Instruction in . . . . .		15			
Music Hall . . . . .		21	<b>T</b>		
			Talbot, I. Tisdale, Dean . . . . .		19
<b>N</b>			Talbot, Miss Marion . . . . .		35
New England Female Medical College . . . . .	19-33		Thomas, Hon. Benjamin F. . . . .		17
Niles, Professor W. H. . . . .		51	Ticknor, Hon. George . . . . .		16
			Tourjée, Dean Eben . . . . .		22
<b>O</b>			<b>U</b>		
Organization, types of . . . . .		5	University, Boston, location . . . . .		5
Oxford University, The . . . . .		7-8	Organization . . . . .		5-13
			Sequene of departments . . . . .		10
<b>P</b>			Life membership in . . . . .		11
Paine, Hon. Henry W. . . . .		17	Its unity . . . . .		11-12
Peirce, Rev. Bradford K. . . . .		34	Interdependencies . . . . .		12-13
Perrin, Dr. M. L. . . . .		38-40-45	First department . . . . .		14
Pierce, Charles W., Esq. . . . .		34	University, The English . . . . .		7
Pierce, Hon. Edward L. . . . .		17	University, The German . . . . .		6
Planning of the University . . . . .		5-13	University Organization, types of . . . . .		5
Pope, Professor T. E. . . . .		49			
Professional Schools . . . . .		13	<b>V</b>		
Opening of . . . . .		14	Van Vleck, Mr. B. H. . . . .		50
<b>R</b>			<b>W</b>		
Rich, Isaac, founder . . . . .		5-34	Warren, Wm. Marshall . . . . .		48
Scholarships . . . . .		25	Webster, Hon. Daniel . . . . .		16
Will of . . . . .		29	Wesley, John . . . . .		15
Example to Bostonians . . . . .		56	Wesleyan University . . . . .		33
Russell, Hon. Chas. Theodore . . . . .		17	Wharton, Hon. Francis . . . . .		17
			Wilbraham Academy . . . . .		33
<b>S</b>			Winthrop, Hon. Robert C. . . . .		16
Sanskrit . . . . .		36-37	Women in attendance . . . . .		53
School of All Sciences, The . . . . .		9			
Prospectus of . . . . .		27-28	<b>Y</b>		
Growth . . . . .		29	Yale University . . . . .		20-21
			Year Book, The University . . . . .		35

Boston University.

---

PRESIDENT'S  
ANNUAL REPORT

PRESENTED JANUARY 12, 1891.

---

BOSTON :  
UNIVERSITY OFFICES, 12 SOMERSET STREET.  
1891.

PRESS OF  
H. G. COLLINS,  
15 MILTON PLACE, BOSTON.

# CONTENTS.

---

	PAGE
PLURICOLLEGIATE UNIVERSITIES . . . . .	5
AN INTERNATIONAL UNIVERSITY . . . . .	10
THE COURSE FOR BACHELORSHIP IN ARTS . . . . .	12
THE UNIVERSITY CORPORATION . . . . .	22
THE UNIVERSITY COUNCIL . . . . .	24
THE UNIVERSITY SENATE . . . . .	24
THE UNIVERSITY CONVOCATION . . . . .	26
THE COLLEGE OF LIBERAL ARTS . . . . .	30
THE COLLEGE OF MUSIC . . . . .	48
THE COLLEGE OF AGRICULTURE . . . . .	48
THE SCHOOL OF THEOLOGY . . . . .	50
THE SCHOOL OF LAW . . . . .	63
THE SCHOOL OF MEDICINE . . . . .	67
THE SCHOOL OF ALL SCIENCES . . . . .	72
THE UNIVERSITY REGISTRATIONS . . . . .	73
THE UNIVERSITY PROMOTIONS . . . . .	73
THE UNIVERSITY FINANCES . . . . .	75
GIFTS, BEQUESTS, AND SUBSCRIPTIONS . . . . .	76
PRESENT NEEDS . . . . .	77
INDEX . . . . .	80



# INDEX.

	PAGE		PAGE
Act of the Legislature . . . . .	22	Harvard College, proposals . . . . .	13
Alexander, Mr. W. A., gift . . . . .	76	Honorary Fellowships . . . . .	75
Almy, Mr. James F., gift . . . . .	76	Houghton, Hon. H. O., gift . . . . .	76
Almy, Mrs. James F., gift . . . . .	77	Hull, Mr. Liverus, resignation . . . . .	23
Alumni, Mutual Fund . . . . .	62	International universities . . . . .	10
Association of Collegiate Alumni . . . . .	33	Jefts, Hon. L. T., gift . . . . .	76
Bachelorship, in Arts . . . . .	12-22	Johnson, Mr. E. H., gift . . . . .	76
Bruno and Liberty . . . . .	24	Kendrick, Mr. John, death . . . . .	23
Capen, President, quoted . . . . .	14	Kimball, Mrs. D. P., gift . . . . .	77
Chadwick, Hon. J. H., gift . . . . .	76	Kirby, Mr. E. N., election . . . . .	24
Claffin, Mrs. M. B., gift . . . . .	77	Languages . . . . .	32
Coit, Professor J. B., gift . . . . .	77	Loring, Mr. E. T., bequest . . . . .	76
College of Agriculture . . . . .	48	Maas, Professor L., death . . . . .	24
New appropriations . . . . .	48	Mass., Society, U. E. W. . . . .	56-76
Students . . . . .	49	Odell, Rev. W. P., election . . . . .	24
Instruction and improvements . . . . .	50	Peck, Professor, address . . . . .	15
College of Liberal Arts . . . . .	9	Pluricollegiate Universities . . . . .	5
A second needed . . . . .	9	Promotions of the Year . . . . .	74
Opening Day, address . . . . .	30	Ray, Mr. Edwin, bequest . . . . .	76
Attendance and Growth . . . . .	31	Registrations of the Year . . . . .	73
Additional instruction . . . . .	31	Richardson, Miss L. H., Fellow . . . . .	33
Additional rooms . . . . .	32	School of All Sciences . . . . .	
Scholarships and Fellowships . . . . .	33	Revision of courses . . . . .	72
Courses . . . . .	33-47	Attendance and promotions . . . . .	72
College of Music . . . . .	48	School of Medicine:	
Students . . . . .	48	Annual Report of the Dean . . . . .	68-72
Revision of courses . . . . .	48	Progress . . . . .	40
College overgrowth . . . . .	5	Needs . . . . .	72
Commencement speakers . . . . .	74	School of Law:	
Convocation, The . . . . .	26	Enlarged accommodations . . . . .	63
Annual meeting . . . . .	26	Gallery of Legal Celebrities . . . . .	64
Annual ballot . . . . .	26	Instruction . . . . .	66
Chapters . . . . .	28	School of Theology:	
Alumni Association . . . . .	27	The doctorate . . . . .	51-56
Alpha Chapter . . . . .	28	Dean's Annual Report . . . . .	56-63
Corporation, The . . . . .	22	The first decade . . . . .	57
Council, The . . . . .	24	Senate, The . . . . .	24
Curtis, Professor, Inaugural . . . . .	51	Sheldon, Professor, address . . . . .	50
Davis, Mrs. E. S., election . . . . .	23	Sherman, Dr. Sarah E., election . . . . .	23
Dunn, Hon. E. H., gift . . . . .	76	Speare, Hon. Alden, gift . . . . .	76
Durrell, Mr. O. H., election . . . . .	23	Stratton, Rev. F. K., gift . . . . .	76
Durrell, Mr. O. H., gift . . . . .	76	Students, total number . . . . .	74
Endowments . . . . .	77	Thomas, Jr., Mr. J. B., gift . . . . .	76
Fayerweather bequests . . . . .	8	Treasurer's Annual Report . . . . .	75
Fellowships . . . . .	72-78	University, international . . . . .	10
Finances . . . . .	75	University, needs . . . . .	79
Foster, Bishop, Lectures . . . . .	56	University Organization, uni-cellular theory . . . . .	8
Gifts and Bequests . . . . .	76	Woolson, Mr. James A., gift . . . . .	76
Grover, Mr. W. O., gift . . . . .	76		

# SIXTEENTH ANNUAL REPORT OF THE PRESIDENT OF BOSTON UNIVERSITY.

---

*To the Honorable and Reverend,*

*The Trustees of Boston University:*

The President of the University has the honor to submit his Annual Report for the year ending September 15, 1890.

## PLURICOLLEGIATE UNIVERSITIES.

In the fourteenth of these Reports special attention was called to the fact that there are limits to the desirable enlargement of any college, and that the multiplication of undergraduate colleges in one and the same University is the true remedy in cases where an overgrowth of the first college is threatened. This fundamental principle in our own scheme of organization struck many representatives of the educational press at home and abroad as more novel than it really is, and called out a variety of interesting comments. In the magazine known as the *Heidelberg Monthly*, President David Van Horne, S. T. D., presented an extended article upon the subject. An extract from this will doubtless be of interest to those who have preserved for reference the former Report. The writer says:

President Warren, of Boston University, says in his Annual Report that to secure the best results in undergraduate training in any college, there must be some limit to numbers. The permissible maximum ought

not to exceed the number whom the administrative and teaching officers can personally know, and with whom they can cultivate friendly relations of an individual character with distinct personal interest. Judging by this rule, he continues, two hundred and fifty is certainly not below the maximum.

Whether we agree with Dr. Warren as to the exact number to which he would limit the college, or not, we certainly can advance many reasons in favor of his main position. Prominent among these we may mention the advantage as to unity of purpose and method in the conduct of an institution of medium size.

The college proper has but one faculty. The professors meet from time to time, for united counsel and conference, and have all the students, and all phases of the work in hand brought before them for consideration. Hence any given department will be coördinated with all the others, and unity and concert of action will be constantly promoted.

Another advantage of the college proper, of the medium size, is that it gives opportunity for individualization. It is proverbial that people who live in large cities do not know their nearest neighbors. The cause of this lies in the fact that in meeting strangers constantly, as in crowded streets, the citizen is soon habituated to the idea that he does not know multitudes of those whom he may pass daily, and so he ceases to expect acquaintanceship. And again, in large cities the people frequently remove from one place to another, so that neighbors are practically strangers, and, altogether, the people are at last content to limit their acquaintance to relatives or near friends, or perhaps to business associates, or to their fellow-members in the congregation where they worship.

Applying this to institutions of learning, we soon discover the reason why, in large centers, there is a lack of individualization. There the Professors often do not know the students personally, nay, they may know but little of each other perhaps. They are dealing with humanity in masses, and there is no possibility of proper intimacy. And in Germany, at least, comparatively few students complete their course of study at the University where they first matriculate. The student may commence at Heidelberg, after a year or two go to Bonn, thence to Marburg, Halle, Tübingen, Leipsic, or Berlin. Multitudes of the graduates of these Universities are virtually strangers to the members of the various Faculties. There is not, perhaps, the same tendency to change from one institution to another, in this country; but in other respects, the lack of individualization in the large centers is a characteristic feature.

We may notice, farther, that there is less liability to disorder in a college proper, of the medium size, than in the larger institutions. It is

well known that duelling is a disgrace which attaches itself to many German universities, even at the present time. In Russia and in Turkey, university students sometimes break out into rioting, while in our own country "hazing" and class-feuds occur most frequently in the institutions where large numbers are gathered. For where large numbers are thus assembled there is but little solidarity; and heterogeneous elements will be included; hence the difficulty in sustaining wholesome discipline there, and the danger that many students may fall into ways of dissipation.

Again, in the college proper, of the medium size, lasting friendships are frequently formed among the students that prove helpful and cheering in after-life. It is true that this may be the case, to a certain extent also, in the course at the university; but it certainly is not so frequent an occurrence there as in the college proper. College friendships are often lasting, and classmates bear away with their diplomas, souvenirs and tokens of regard that will be very precious to them in following years. We have individual recollections of only a limited number in a large class, but of the others we cannot have the same distinct impression, nor can we therefore hold them in the same esteem.

The religious tone of an institution also is affected by the question of numbers, and by churchly associations, or the reverse. At the time of life when students are at college, temptations generally have their greatest power. The atmosphere of an institution of learning, therefore, ought to be distinctly religious. In many colleges a Christian congregation is fully organized, and divine worship is held each Sabbath. This is scarcely possible in large institutions, based on no distinctive religious tenets, but is possible and feasible when an institution has some direct relation to a religious body or denomination. For these reasons mainly we agree with Dr. Warren that there are advantages, to the student chiefly, that may be enjoyed in the college proper which cannot be expected in places where a large and miscellaneous assemblage of students may be found; where honest work also may be often shirked and the temptation to rely on mere titles may be very great.

The question here considered is one of growing importance. Within a few weeks the authorities of some of the largest colleges of the country have felt constrained to look ahead, and to consider to what the policy of unlimited expansion in a single undergraduate college must lead. One representative of these has made an enumeration of the embar-

rassments and difficulties already encountered, — an enumeration, in view of which it is perfectly obvious that the uni-cellular theory — so to speak — of the undergraduate work of a great University cannot possibly be correct, and that with further growth the larger Universities of the country must either retrench their undergraduate work or approximate the more complex and fully developed form of organization, exemplified in our own University, and more fully explained in the last two Annual Reports.

Since the above paragraph was written one of the leading dailies of Boston, in commenting upon the munificent bequests of the late Daniel B. Fayerweather, of New York, has used the following significant language :

We still believe, however, that our colleges and universities are lacking in obvious means of receiving, with due honor by the giver, gifts of the largest size. For smaller benefactions, studentships, scholarships, fellowships, professorships, dormitories, laboratories, etc., bearing the donor's name, are entirely appropriate and sufficient. For gifts of millions, however, no obviously attractive and adequate arrangement exists. In universities it ought to be more than possible to endow accessory, and yet comparatively independent, colleges or departments, much as the Sheffield Scientific School at Yale was endowed by Joseph Sheffield. This has now become a highly-important department of Yale University, yet it retains the founder's name, has separate funds, a separate faculty, and entirely distinct buildings, government, etc. If we are not to witness an unlimited multiplication of rival educational establishments bearing the names of their founders, our existing institutions must make it more obvious than it now is to those of great wealth that there is an easier, surer, and better way of fostering the higher education.

In connection herewith it is of interest to know that the very first issue of the Boston University Year Book contained the following statement: "The general statutes of the University provide for the establish-



ment of a large group of Colleges with distinct Faculties and administrations." It has been repeated each succeeding year.

The projectors of the institution saw no good reason why Boston should not in time have as many distinct and well-endowed colleges in one University, as Oxford or Cambridge has. Accordingly they have often publicly invited persons of wealth to consider the facility with which a man or woman can found and name a college in Boston or any of its suburbs, endowing it for all time, and securing to it at once a distinct institutional life and priceless advantages of affiliation with coördinate collegiate and super-collegiate Faculties.

A college thus endowed and affiliated, *having its fixed maximum of teachers and students*, would never need to become, like so many existing ones, a perpetual beggar on the verge of perpetual bankruptcy. These latter having no limit to their ambition and to their attempts at self-expansion, not only become poor in financial resources, but also too often in educational quality. Beyond the due limit, the larger the Faculty the more impossible becomes the needful unity of action, and the larger the student-body the less effective becomes the intellectual contact of teachers and the taught.

Just now, our first College of Liberal Arts, having over three hundred students, is quite as large as it ever ought to be. A second college of precisely the same kind would quickly be filled. Increasing numbers are presenting themselves for admission, from year to year. For a sum no greater, and indeed somewhat

less than that recently distributed by Mr. Fayerweather, a second College of Liberal Arts could be established and vigorously maintained in Boston. It could as truly become a perpetual memorial of its founder as Harvard College is of John Harvard, or Yale College of Elihu Yale. At the same time, by being associated with the University, and committed to its perpetual care, it could have, to all generations, guarantees of defence and development such as never could be given it if founded and maintained as a wholly independent monument of a solitary individual's beneficence.

It is earnestly hoped that persons of wealth in our city, and throughout the Republic, will remember that a score of strong colleges can yet be founded amid the unrivaled advantages of Boston, and that each, if reasonably endowed and rightly related to the University, will only strengthen all our existing institutions, and contribute to make New England more than ever the educational headquarters of the New World.

#### AN INTERNATIONAL UNIVERSITY.

In the recently-published November number of the *Westminster Review*, Mr. Richard G. Janion presents an interesting article entitled, "Should Universities be International?" The writer maintains that "it ought to be possible for an undergraduate after, say, his first year, to go to Berlin, Leipsic, or Vienna, according to his taste, or as he might be attracted by some special teacher, and then to return, for a year or more, to his own University, to take his degree in the special subject chosen by him." He alludes to the International School projected years ago by Richard Cobden, and

ends by suggesting a conference upon the subject between authorized representatives of the English and Continental Universities. Among the good effects to be expected from the proposed larger interchange of students among the European nations, Mr. Janion very properly emphasizes the natural increase of good feeling and good understanding between the leading peoples and states. He trusts his scheme "might gradually bring in that consummation devoutly to be wished, 'a veritable new world of United States.'"

The leading thought of the above-named paper, namely, that the English Universities are too narrowly national, well deserves attention. The discussion of it is a hopeful sign. Should the discussion proceed to details, however, it will soon be found that the right time for the Oxford and Cambridge collegian to resort to France and Germany, is not after his first year, but immediately after taking his first degree. To choose a specialty at the time suggested by Mr. Janion, and to choose teachers and places of study thenceforward with exclusive reference to advantages in that specialty, would be injurious in almost every respect. The student would be robbed of that breadth and thoroughness and variety of training essential to liberal education. He would lose a great part of that which is most precious and stimulating and helpful in the associations and interactions of common collegiate life. He would find himself in the foreign university associated with students of attainments and discipline superior to his own. Without gaining the best that the foreign university could give him, he would lose the best that the university at home could give. On

the other hand, the collegian of Oxford or Cambridge who, on the attainment of the baccalaureate degree in arts, should then resort to those Continental universities that might at the time show themselves strongest in his chosen specialty, would in that way secure the best that both England and the Continent could offer him.

It may not be known to Mr. Janion that the arrangement so earnestly desiderated by him for the English and German Universities, was effected many years ago between Boston University, the National University of Athens, and the Royal University of Rome. So far as the present writer is aware, the credit of first proposing a practical international integration of the higher education in this method, is due to the Trustees of Boston University. It is also of interest in this connection to note that on our staff of instruction, the past year, there were representatives of at least seven nationalities, including the very foremost of the European. Among our students in residence there were representatives of no less than twenty foreign countries. Of our candidates for advanced degrees several were dispensed from residence at home, and commissioned to prosecute their studies in various European universities; said studies, after appropriate tests, to count toward advanced degrees in Boston University. In view of all these facts the proposition of Mr. Janion appears somewhat belated when read on this side of the Atlantic.

#### THE TRUNCATION OF THE A. B. COURSE.

Since the publication of the last Annual Report, the movement at Harvard for cutting down the course

required of candidates for the degree of Bachelor of Arts, from four years to three, has made some progress, but at the present writing is, happily, not yet consummated.

The first official action looking to this strange end was a vote of the Medical Faculty, passed December 22, 1886, recommending that the Academic Council consider the expediency of granting the degree of A. B. "to all undergraduates who shall subsequently take the longest course of study offered at the professional schools after three years' attendance (at the end of the Junior year) in the academic department, the professional degree and that of A. B. to be given simultaneously, at the end of the professional course, it being understood that the requirements of each have been fulfilled." Later, December 6, 1887, the Academic Council voted "that with a view to lower the average age at which Bachelors of Arts at Harvard College can enter professional schools and the Graduate Department, the College Faculty be requested to consider the expediency of the reduction of the College course." After such consideration the College Faculty, in March, 1890, passed the following recommendations which, with the official approval of the Corporation, were soon after transmitted to the Board of Overseers for their concurrence :

1. That the requirements for the degree of A. B. be expressed, under suitable regulations with regard to length of residence and distribution of work, in terms of courses of study satisfactorily accomplished.
2. That the number of courses required for the degree be sixteen.
3. That when a student enters college there shall be placed to his credit, towards satisfying the foregoing requirement of sixteen courses, (1) any advanced studies on which he has passed in his admission exam-



ination beyond the number required for admission; and (2) any other college studies which he has anticipated.

4. That a student may be recommended for the degree of A. B. in the middle, as well as at the end, of the academic year.

The Committee of the Overseers to whom these recommendations were referred, presented, October 8, an elaborate report. In it they adduce powerful reasons why the contemplated reduction of the course should not be sanctioned. At the present time final action on this report has not been taken, and the issue of the debate is uncertain. It is an auspicious fact that the Committee were a unit in their strenuous opposition to the measure.

In the just published Annual Report of Tufts College, President Capen, who is also an influential member of the State Board of Education, alludes to the proposal of the Harvard Faculty, and says it "has awakened feelings akin to dismay in the minds of many who have the interests of the higher education at heart. . . . The adoption of this plan by two or three of the leading Universities of the country would be a blow aimed at the very life of the smaller colleges—the institutions that are now giving instruction to more than half the young men who now receive a collegiate education. . . . The tendency will be . . . not to make the colleges their feeders, but to extinguish them altogether." Again he says :

But why this haste in education? It is asserted that men are too old when they come to their professional work. If they are nineteen and a fraction when they enter college, in seven years they will be twenty-six and a fraction— young enough, the most of us will agree, to enter upon the great responsibility of practicing law, or to discharge the manifold and delicate duties of a minister of religion. If the physician, by reason of a more prolonged course of professional preparation, is a

year older when he reaches his life work, it may well be asked, Who wants a stripling by the bedside of those whose lives are most precious to him? It is maintained that the age of college graduates has been advancing in recent years. A careful study of the statistics may not bear out the claim. It is doubtful if it will. But if it does, the result springs in good degree from the material increase in the requirements for admission to college. The remedy, then, for the evil — if it be an evil — would seem to be in some abridgment of these requirements, or in such an improvement of the facilities of secondary instruction, that men can be brought to college at an earlier age. For it must be plain in every philosophic view of the subject, that if a youth has but seven years to give to study, from the time he enters the secondary school until he receives the degree of Bachelor of Arts, it is better that he spend three years in a fitting school and four years in the college, than four years in the fitting school and only three years in the college. A calm and candid appeal to public intelligence, I am sure, will vindicate the way that has been tested by experience, and that so fully harmonizes with all our ideas of the end to be sought by the instruments of discipline and culture.

At the fifth annual meeting of the New England Association of Colleges and Preparatory Schools, held in our Jacob Sleeper Hall, in October last, the same question, “ Shall the College Course of Study for the Bachelorship in Arts be reduced ? ” was discussed at length. Nearly every speaker earnestly deprecated any change of the kind. The strong and well-reasoned address of Professor Tracy Peck, of Yale College, upon the question, may be found in the Official Report of the meeting, pp. 45-48. The clear and powerful address of President Andrews, of Brown University, on the same occasion, also deserves especial mention.

Repeatedly summoned to the duty, by friends of liberal education, both without and within the Cambridge circle, the undersigned has twice expressed in public prints his views of this agitation. The first time his expression took a form which the editor of

the medium employed — the *Daily Advertiser* — ventured to think might be a “piece of good-tempered satire,” and was as follows :

“ A. B. (HARV.) ”

AN OPEN LETTER TO MR. ———, AN OVERSEER OF HARVARD UNIVERSITY.

*Dear Sir :* After our momentary conversation in the horse-car the other night, a scheme occurred to me which will interest many beside yourself. I am the more inclined to mention it in this public way, from the fact that, to bring it about with promptitude, you may need the help of a favorable public opinion. Moreover, the governing boards that have thus far voted at Cambridge on the new requirements for graduation, seem to have conducted their discussions in a most discreet privacy, without official consultation with the other colleges of the country, or even with those included in the New England Association. One paper — the Springfield Republican, if I mistake not — states, indeed, that the proposed change was discussed at the meeting of the New England Association, at New Haven, last autumn, but in this it is misinformed. I suggested the topic in advance of the opening of the meeting, but it chanced to stand so far down in the list of subjects propounded that, at the time of our adjournment, it had not been reached.

That all the leading American colleges, and pre-eminently those so long united with Harvard in the New England Association, have a manifest right to be consulted, no one can deny. All are vitally concerned — some more vitally than Harvard herself. Surely, no one member of such an association has a right to say what shall be the future meaning of the one degree conferred by all. Moreover, many say that if Harvard shall cut down her course to three years, she will compel every other college in the country to do the same. The Sunday paper in which the public were first informed of the almost accomplished revolution, naturally remarks : “ The step . . . will affect with deep concern the governing boards of other colleges. Since, if a boy can get his degree of A. B. in three years at Harvard, he will not spend four at any other college.” But have Harvard’s governors any right to compel Amherst College to cut down its work twenty-five per cent., whatever Amherst’s custodians may conceive to be their own personal and official duty to the higher education and to their own particular patrons ? I cannot see any such right ; still less does it seem consistent with a fitting intercollegiate comity.

But I am forgetting the purpose for which I took up my pen. The

scheme which I thought to propose is this : That every American classical college retain its present four-years' course, and simply notify all students of their successful completion of the junior year, by conferring upon them, at that point, the title, A. B. (Harv.) reserving the proper and legitimate A. B., as now, for those who complete the entire course. This ought to satisfy Harvard, since it would greatly multiply the representatives of her ideas and standards; while, on the other hand, it would permit the other colleges to go on as usual, protecting and promoting the interests of liberal education, properly so called. This happy compromise seems to me so just and conservative of all interests that I take great pleasure in presenting it for your consideration and for the consideration of your distinguished colleagues.

With great respect, I am, as ever,

Faithfully yours,

W. F. W.

Boston, June 7.

Commenting upon the foregoing, the editor said : "This open letter deals with a phase of the Harvard question which has heretofore received scant attention. It is certainly true, as our eminent contributor points out, that some consensus among the colleges of the country, and especially among New England colleges, upon so vital a subject as the proposed reduction by one year, of the time required for an academic course, is very desirable. That a leading University cannot take the important step in contemplation at Cambridge, without affecting all other institutions of a similar class, must be self-evident."

Three months later, the well-considered report of the Committee of the Board of Overseers, having brought the whole discussion to its final and most critical stage, the following communication was published in the *Post* of October 31 :

#### THE CRISIS AT HARVARD.

*To the Editor of the Post :*

SIR, — Allow me, through you, to address certain earnest words to all overseers of liberal learning in America.

Nearly three years ago, in the Thirteenth Annual Report of Boston University, in enumerating and emphasizing the "duties of the hour," I expressed myself (in italics and otherwise) as follows:

"Ninth — The duty of summoning all friends of the higher education to join in resisting, in its very inception, any and every movement, however speciously advocated, looking to the abbreviation of the A. B. course from four years to three. To all present appearances, *the next great battle in defence of the higher education will have to be fought at this precise point.* The sooner the colleges understand this, the better. And the more closely the friends of liberal education inspect the origin and antecedents and implications of every proposed discussion, whether ostensibly of methods of reducing the average age of professional students, or of means calculated to lighten the cost of collegiate education, or of measures conducive to the fuller development of post-graduate courses — the less will be the danger of being conducted to the main issue by plausible methods of indirection, and the less the danger of being betrayed into statements which can afterward be used as injurious and damaging concessions."

The peril at that time pointed out was incredulously laughed at by many, but time has shown, not only that the peril was a most real one, but also that most of the discussions leading up to the proposal to abbreviate the A. B. course were to be conducted in just the manner then apprehended and deprecated. As critical action is to be taken within a few days, by the last of the governing boards of Harvard University, it may serve a useful purpose to set before the interested public a few pertinent facts and suggestions.

First. The new measure now pending at Harvard makes no provision whatever for a compensative increase of the present requirements for admission to the freshman class.

Second. The College is not understood to claim that its present requirements for admission are more exacting than those of any first-class American college. In fact, in consequence of their flexibility and of the provision for maxima and minima, many a student now enters Harvard College who cannot pass the entrance examinations at Yale, Brown, Amherst, Wesleyan, and similar colleges. Few people seem to be aware of this fact.

Third. The new movement aims to cut down the requirements for the A. B. degree to such a point that any apt and industrious student can acquire the degree of A. B. in three years. In point of fact, an exceptionally brilliant student, taking as many hours per week as some of the more hard working frequently take, could finish the proposed sixteen courses and win the degree in two and a half years.



Fourth. So far as yet appears, no effort is to be made to limit the present range of election allowed to the student, so that the A. B. degree on the new terms, as on those now in force, may be taken by persons whose entire undergraduate course is spent in Harvard, and yet who have never studied Latin, or Greek, or French, or German, or mathematics, or history, or philosophy, a single day in Harvard College.

Fifth. The new proposal, if adopted, will make the Harvard A. B. the least significant and least valuable in New England. There is even danger lest the "A. B. (Harv.)" become a byword.

Sixth. No body of American students has ever asked for such a cheapening of the degree. Even at Cambridge the students are reported to have voted against it.

Seventh. The Harvard Alumni have never asked for the change, and many have expressed themselves in terms of the strongest opposition to it.

Eighth. Still less have the American colleges, or any class of them, or any association representing them, asked for such a surrender as the proposals of the Harvard Faculty contemplate. On the contrary, the authorities of every college in New England, if not in the United States, deprecate the movement as fraught with grave and far-reaching evils in all the colleges, Harvard included.

Ninth. The fitting schools have not desired the change. On the contrary, nearly all yet heard from deplore even the discussion of so demoralizing a proposition.

Tenth. Massachusetts, which has ever felt a special ownership and pride in Harvard College, has required no such action as that proposed. Had the Legislature, five years ago, required it, how furious a storm of indignant opposition and expostulation would have ranged from one end of the land to the other! Courts would have been appealed to, constituencies instructed, new legislators elected, to frustrate so pernicious a measure. Yet, *quod non fecerunt barbari, fecerunt barbarini*. What the Philistinian "rural members" did not do, that the Faculty and Corporation of Harvard are doing their best to accomplish.

Eleventh. No ecclesiastical or religious body has called for the innovation. All the religious bodies, even to those which are popularly supposed to care least for culture, seem stoutly to oppose so needless and harmful a capitulation.

Twelfth. The entire movement is self-originated in Harvard University, and herein, for the first time in all her noble history, Harvard appears before the American public, and the world, as the sole leader in a confessedly and disgracefully downward and backward movement in liberal education.

On careful consideration of this matter, several questions suggest themselves — questions which the Harvard Overseers and all custodians of the higher education should take time to investigate. For example, it has been jauntily assumed that the age of Harvard undergraduates is too high, and that the only problem is how to reduce it. Would it not be eminently appropriate for all concerned, first of all, to make a few inquiries like the following :

1. Is it a fact that the majority of the youth entering Harvard and other colleges, are any too mature for that self-direction in study now expected of them?

2. Is it a fact that they are any too mature for that manly self-government in conduct now expected of them?

3. If younger, would their power of sustained and accurate abstract thinking be sufficiently developed within the limits of their course to enable them thoroughly to master the fundamental philosophical, ethical, and sociological sciences as now taught?

It has been assumed that the age of those entering our colleges is higher than it was fifteen years ago. Precisely the contrary is the truth in Boston University, and it might be well for all concerned in the discussion to inquire :

4. Whether the age of *the majority* of students in College has not of late years steadily fallen in all, or most, of our classical Colleges?

It has been assumed that the growth of the higher education in our country has not kept pace with the growth of population, and the short-weight degree (which may also be spelled *short-wait*) has been represented as the only cure for the evil. As the first allegation does not accord with the results of my investigations, nor the second with my judgment, I venture to suggest two further questions :

5. Whether the relative significance and power and growth of the higher education were ever as great in the United States as to-day. And

6. In case they are not, whether the best way to cure the evil would be to raise up a larger crop of superficial and one-sided smatterers chiefly interested in obtaining the earliest possible chance for money-getting?

It has been assumed that many of the students who now enter schools of medicine would first have taken an A. B. course, had this required but three years instead of four. As in all my life I have never yet learned of one such student, it might be well to institute another inquiry and to ascertain :

7. Whether ten such students can be found in all the scores of medical schools in the United States taken together?

It has been assumed that the required attendance upon College four years, makes the collegiate medical students far older on graduation than they ought to be. Inasmuch, however, as the statistics of the Harvard Medical School show that the non-collegiate members of the school are but seven months younger than the collegiate, it would be wise to inquire :

8. Whether a four years' course in liberal arts may not abundantly pay for seven months' delay in entering upon medical practice?

It has been assumed that a three years' course in arts would attract far greater numbers of young men than can be induced to take a four years' course. Inasmuch, however, as many of the best colleges of the country have for many years offered both three years' and four years' courses, under the same teachers and with degrees conferred by the same authorities, the three years' course invariably offering even greater privileges of election than the four years' course, and still many times more students have always chosen the four years' course than the three years'—it is certainly fitting to start another inquiry, namely :

9. Whether untested assumptions are to be made the basis of far-reaching and revolutionizing measures in educational administration?

It has been assumed that Harvard College, without consulting with any other Colleges of the country, has the full right to cut down the A. B. course to three years. Might it not be well to discuss for a little.

10. Whether she has not an equal right, if it please her, to cut it down to two years, or to one, or to six months?

It has been assumed that if Harvard were to cut down her course, all the other classical colleges would do the same. In view hereof, might it not be well to ask :

11. Whether, in case they were to do so, it would be a good thing for American education—a thing for which, in history, Harvard University would be pleased to take the responsibility? And,

12. Whether, *in case they were not to do so*, it would be a good thing for Harvard College?

In closing, I may be permitted to say that Harvard College is the one institution whose leadership the other colleges of the country will gladly accept and follow so long as she is true to her own illustrious traditions. If just now these other institutions break with her and revolt, it is because they cannot recognize her in her strange new role. She is not herself. Her face is set the wrong way. She is marching, not at the front forward, but at the rear backward. The warmth of our remonstrance is simply an index of our habitual love and loyalty.

WILLIAM F. WARREN.

Boston University, Oct. 30, 1890.

A concrete case is often the best illustration of a general provision. Suppose that at its opening, twenty years ago, Boston University had simply provided eight good courses in English literature and eight in history, and then had offered to admit to the degree of BACHELOR OF ARTS any number of the entering class who should, in three years, more or less, satisfactorily complete the sixteen courses. Imagine the outcry that would have greeted such a prospectus. In a day the new University would have become a hissing and a by-word. It is doubtful if it could ever have recovered from the effects of so unpardonable an initial betrayal of liberal education and of the interests of all institutions conferring the standard degrees in arts.

Boston University was far from making any such fatal initial mistake, but the proposals which the Faculty and Corporation of Harvard College have sent to the Overseers for their approval, cover just that offer. They cover, in fact, many others; some of them even more destructive of all just ideals and high standards in liberal education. To the last we must hope that the Overseers will unanimously reject any and every scheme which gives to the Harvard A. B. so exiguous and pitiful a significance.

#### THE CORPORATION.

By an Act of the Legislature of Massachusetts, approved by the Governor, March 6, 1890, the Trustees of Boston University were granted unlimited power to receive and hold property, real and personal, for the uses of the University. This almost unprecedented action encountered no opposition from any

quarter, and is a very gratifying expression of the confidence of the Commonwealth.

Two important vacancies in our Board of Trustees occurred during the year. The first was occasioned by the resignation of Liverus Hull, Esq., in consequence of removal to Chicago. Mr. Hull was in the seventeenth year of his service as a Trustee, and was highly esteemed not only for his genial personal qualities and sound judgment, but also for his experience and fidelity to all interests of the University.

The second resulted from the death of John Kendrick, Esq., of Providence, R. I., which occurred January 25, 1890. Mr. Kendrick was elected a Trustee in 1873, and although in consequence of the remoteness of his residence he could not attend the meetings of the Board with regularity, his interest was unfailing, and his fellowship highly esteemed. Full biographical details are found in the Minute of respect and affection adopted by the Trustees and entered upon their records.

At the annual meeting of the Corporation, in January, the following, all of them members of the outgoing class, were unanimously re-elected for a period of five years, to wit: Hon. William Claflin, LL. D.; Bishop R. S. Foster, S. T. D., LL. D.; William O. Grover, Esq.; Willard T. Perrin, S. T. B., and Hon. Alden Speare.

On nomination of the Convocation, Sarah E. Sherman, M. D., of Salem, was elected a Trustee, and assigned to the same class.

Mrs. Elizabeth Sleeper Davis, daughter of the late Hon. Jacob Sleeper, Oliver H. Durrell, Esq., and the



Rev. Willis P. Odell, S. T. B., were also elected to the Board, and assigned, the first to the Class of '94, the second to the Class of '93, and the third to the Class of '91.

#### THE UNIVERSITY COUNCIL.

In June last, Professor Marcus D. Buell, S. T. D., after three years of service as Assistant Dean of the School of Theology, was promoted to the full Deanship, and thus, *ex officio*, to membership in the University Council. No other change in the body occurred.

Under the editorship of the Council the seventeenth volume of the University Year Book was issued at the usual time. It included the fifth edition of the Baccalaureate Address of the preceding June, entitled, "Giordano Bruno and Liberty," with a bibliographic note relative to the latest Italian literature of the subject. To the latter should now be added the elaborate articles by Enrico Caporali, begun in the June number of his learned review, "La Nuova Scienza," under the title, "*Il Pitagorismo di Giordano Bruno.*"

#### THE UNIVERSITY SENATE.

The membership of this body included forty. With these there were associated eighty-five other officers, making the whole number of officers of instruction and government, one hundred and twenty-five.

The David Snow professorship of Elocution and Oratory having been vacated by the resignation of Professor Holmes, Mr. Edward N. Kirby, A. B., instructor for several years past in the Harvard Divinity School, was, in June last, appointed to the chair.

On the nineteenth of September, 1889, the Senate experienced a serious loss in the death of Professor

Louis Maas, Mus. D., an important member of the Faculty of the College of Music since 1882. Dr. Maas was a native of Wiesbaden, Germany, born June 21, 1852. His father was Theodore Maas, a music teacher. Early in his life his parents removed to London, and when but fifteen years of age Louis was graduated at King's College with high honors. He was sent back to Germany in 1867, and entered as a student in the Royal Conservatory at Leipsic, where, until graduation, he was a pupil of Carl Reinecke and Dr. Papperitz. In the spring of 1868 his first overture was performed at the annual Conservatory concert in Gewandhaus Hall, and his second on a similar occasion the following year. In April, 1872, he produced his first symphony, a work which made so favorable an impression that it was performed by the Gewandhaus Orchestra under the baton of the composer. The winters of 1873 and 1874 were passed in teaching in Dr. Kullak's conservatory, whose instruction he also enjoyed; and the summers of the same years were spent in Weimar, with Liszt, who took a great interest in him. During his tour in 1874 he played at thirty concerts, embracing all the principal cities of Germany. A vacancy occurring at the Leipsic Conservatory in December, 1875, he accepted the unanimous call of its directorium to a full professorship, and he remained at the institution in that capacity until October, 1880. In 1881 Dr. Maas came to America with Wilhelmj, and the following year was appointed Professor of the Piano-forte in the College of Music of Boston University. He was buried from Trinity Church, and the throng in attendance at his obsequies was a striking proof of the

respect he had won in the community to which he so lately came a stranger.

#### THE CONVOCATION.

At the seventh annual meeting of this body, held on Convocation Day, in the University Chapel, the following officers were unanimously chosen: Rev. W. I. Haven, S. T. B., First Vice President; Melville O. Adams, A. M., LL. B., Second Vice President; Walter H. White, M. D., Third Vice President; Alice S. Blackwell, A. B., Fourth Vice President; John H. Emerson, A. M., S. T. B., Secretary and Treasurer.

The additions to the body by promotion, in June, were as follows: Men, one hundred and sixteen; women, thirty-three; total, one hundred and forty-nine.

The result of the annual ballot for Trustee candidates to be proposed to the Trustees of the University, was as follows: Rev. John W. Hamilton, S. T. D.; His Excellency, William E. Russell, LL. B.; Almena J. Baker, M. D., and John L. Bates, A. B., LL. B.

The usual Symposium connected with the annual meeting was of special interest. Representatives of the theological, legal, medical, and arts alumni, discussed the question, each with reference to his own department: "What could be done with \$10,000? What with \$100,000?" The speakers representing the different departments, in the order named, were Rev. Geo. A. Crawford, S. T. D.; A. H. Wellman, LL. B.; T. W. Eliot, M. D., and Rev. Charles Tilton, S. T. B. It is not strange that in such a session some inspiring plans for future improvement were suggested.

As usual on the evening of Convocation Day, the

Convocation resolved itself, for social and business purposes, into its four sections, as constituted by the four Alumni Associations.

At 72 Mount Vernon street the Alumni Association of the School of Theology held their business meeting and banquet. The following officers were elected: President, Rev. W. H. Meredith; Vice Presidents, Rev. A. W. Tirrell, Rev. S. L. Beiler, Rev. M. V. B. Knox, Rev. W. L. Smithers, Rev. N. T. Whitaker; Secretary, Rev. F. H. Knight; Treasurer, Rev. A. M. Osgood; Executive Committee, Rev. W. I. Haven, Rev. C. Tilton, Rev. C. F. Younkin; Auditors, Rev. G. A. Crawford, Rev. W. T. Lawford. At the banquet following, Rev. J. W. Dearborn acted as toast master. Toasts were responded to by Bishop Foster, Rev. L. B. Banks, Rev. C. S. Harrower, S. T. D., and Rev. S. L. Beiler. Remarks were also made by Professor Buell, Dr. Dorr, of New York, and the President of the University.

The Law School Alumni Association held their meeting and banquet in Young's Hotel, at 5 o'clock. Officers for the following year were elected as follows: President, G. A. Perkins; Secretary and Treasurer, Charles Steere; Vice Presidents, G. F. Haynes, J. P. S. Churchill; Executive Committee, Elijah George, '73, C. E. Todd, '77, F. G. Holcomb, '78, L. E. Chamberlain, '79, A. B. Fletcher, '80, A. J. Pratt, '81, W. M. Stockbridge, '82, C. F. Jenney, '83, Fred. Joy, '84, F. S. Hall, '85, Fletcher Ranney, '86, H. V. Cunningham, '87, W. H. Thorpe, '90. At the banquet O. S. Marden, M. D., LL.B., presided. Speeches were made by Judge Oliver Wendell Holmes, Jr., Judge J. M. Barker, and Judge Thompson of the Superior Court. Music was furnished by the University Quartette. Fifty-three members were present, including many prominent graduates.

The Alumni Association of the Medical School met in the Parker House at 4.30. The Treasurer's report showed payments for expenses, \$82; for loans, \$14; cash on hand, \$56. The following officers were elected; President, Dr. F. B. Percy; Vice Presidents, Drs. S. A. Hill and S. F. Hadley; Secretary, C. H. Thomas; Treasurer, S. W. Clapp; delegate to American Institute of Homeopathy, Dr. L. A. Phillips. The annual banquet was held at 6. Dr. Jos. Chase Jr., acted as toastmaster. Responses were given by Drs. W. T. Hopkins, H. H. Braley, M. E. Mosher, A. B. Church. About forty guests were present.

The College of Liberal Arts Alumni Association met at the Thorndike at 5, and elected officers as follows: President, I. P. Fox, '83; Vice Presidents, G. S. Butters, '78; Mrs. M. E. Fuller, '78, W. B. Snow, '84;

Secretary, Miss E. M. Fessenden, '89; Treasurer, Miss F. P. Owen, '85; Auditor, Miss M. A. Todd, '79; Executive Committee, Miss Biddle, '82, G. A. Dunn, '86, A. M. Osgood, '78, Miss B. G. Young, '87. President I. P. Fox acted as toastmaster during the banquet and informal remarks which followed. The guests present numbered forty-two in all.

The Alpha Chapter of the Association (including all graduates in theology) continues to publish its papers and proceedings. This year it has also projected and published a book, entitled "Boston Homilies: Short Sermons on the International Sunday School Lessons." Its editors were Messrs. F. H. Knight, E. M. Taylor, and W. I. Haven. In response to a request, the Secretary of the Chapter, Rev. F. H. Knight, S. T. B., furnishes the following account of the year:

The meetings of the Alpha Chapter have been held regularly upon the first Monday of each month, excepting during the months of June, July, August, and September, until recently, when the day of meeting was changed to the third Monday of the month. During the year papers have been read by

REV. S. C. CAREY, upon "Prison Reform."

REV. G. H. CHENEY, upon "Some Phases of Social Discontent."

REV. J. R. WOOD, upon "Analysis of the Divine Kingdom."

REV. A. W. TIRRELL, upon "Failure of Modern Infidelity."

REV. M. V. B. KNOX, upon "The Aboriginal Tribes of India."

REV. J. D. PHELPS, "The Ideal Methodist Minister of the Times."

At other meetings there have been discussions of "Women and the General Conference," and a "Review of Books Recently Read." Altogether, the year has been a prosperous one.

The Beta Chapter of the Convocation, constituted of the graduates of the College of Liberal Arts, is considering the question of yielding its original designation for the use of the Law School Alumni, and taking Epsilon instead. An informal communication from its Secretary, Miss Emily Loring Clark, Ph. D., presents the following facts of interest:



At the annual meeting of the Alumni of the College of Liberal Arts, in June, 1890, it was proposed that the Alumni Association, including the Beta Chapter, be incorporated as the "Epsilon Chapter of the Convocation of Boston University."

The object of this was to enable the Association to hold funds which might be collected for the use of the College library — a measure originated by the Chapter. No formal action has since been taken in this connection, but the matter was left in charge of a committee, who were instructed to take the necessary steps for incorporation, revise the constitution of the Alumni Association, and report at the mid-winter meeting, which will probably be held during the coming Christmas vacation. I shall take great pleasure in giving you the results of their work as soon as possible.

The work of the Chapter, during its third year, has been as follows: Seven monthly meetings were held at 12 Somerset street, from October, 1889, to June, 1890, with an average attendance of fifteen members. Interesting features of several meetings were reports given by Alumni, of travels in foreign lands, including Peru and Samoa, as well as the countries of Europe.

In November, "Journalism" was treated by graduates representing the *Boston Post*, *Courier*, *Woman's Journal*, and other papers. In January, "A College Course on Teaching" was discussed; in April, "Methods of Study."

Boston University formed the subject of two meetings, — the first being devoted to the "Structure of the University," explained by the President; the "School of All Sciences," presented by Professor Bowne; and the "College of Liberal Arts," by Dr. Huntington; the second, devoted to the Law, Medical, and Theological Schools, treated by students in those departments.

The aims of the Chapter are to strengthen the interest of the Alumni in their College, and to make them conversant with the current events of the University; also to contribute to the better acquaintance of the graduates with one another, and to unite the members in a helpful, efficient body. The active membership, at present, is about sixty, and is increasing.

That the influence of the Chapter is far-reaching may be seen by the fact that in the course of the year a fair proportion of representative

from all the classes that have graduated, attend one or more meetings, while non-resident members are constantly showing their interest by communications to the Secretary, and otherwise.

In grateful recognition of the services of the Convocation, and in remembrance of its needs, the handsomest and most capacious of the new apartments lately added to the College, has been named "Convocation Hall."

### THE COLLEGE OF LIBERAL ARTS.

The Opening Day Address was delivered by Professor Coit, who had just returned from a "Sabbatic year" in Europe. It was a timely discussion of theories of the higher education with references partly to current agitations, and partly to depreciators of mathematical training. It was printed in full in the *University Beacon* for October.

The number of students in attendance was two hundred and ninety-two — a larger number than ever before. By a curious coincidence it was precisely the total number registered in Brown University. With us the classification was as follows :

	MEN.	WOMEN.	TOTAL.
Graduate students . . . . .	16	2	18
Seniors . . . . .	15	20	35
Juniors . . . . .	17	26	43
Sophomores . . . . .	25	44	69
Freshmen . . . . .	26	39	65
Special . . . . .	19	43	62
	<hr/> 118	<hr/> 174	<hr/> 292

Two were admitted *ad eundem* from other colleges of liberal arts. Two special students entered upon regular courses as candidates for degrees. One Freshman and one special student were dropped on account of inadequate preparation for college work. Two failed to meet requirements in character and conduct.

The following table indicates the healthful growth of the regular classes during the past triennium :

	1887-88	1888-89	1889-90
Graduate Students . . . . .	13	23	18
Candidates for first degrees . . . . .	152	192	212
Special Students . . . . .	42	62	62
Totals . . . . .	207	277	292

This table shows that our growth is precisely where we should choose to have it, namely, in the number entering as regular students, and proceeding through the regular classes to graduation.

Several important additions were made to the list of elective studies. Certain linguistic, literary, and historical courses offered in the School of Theology were for the first time opened to members of the College of Liberal Arts ; also, on special terms, numerous courses in natural science in the Massachusetts Institute of Technology. Furthermore, all courses regularly offered in the College were for the first time distributed into related Groups and consecutively numbered. It was found that since 1880 the number of courses had risen from sixty-one to one hundred and fifty-eight.

To test the public demand in a broader way than usual, arrangements were made to provide instruction

in an uncommon variety of languages. The full list announced for the year now current was as follows:

Ancient Egyptian,	Hebrew, Biblical,
Anglo-Saxon,	Hebrew, Talmudic,
Arabic,	Icelandic,
Aramaic,	Italian,
Assyrian,	Japanese,
Avestan,	Latin,
Danish,	Norwegian,
English,	Portuguese,
French,	Russian,
German,	Samaritan,
Gothic,	Sanskrit,
Greek, Classical,	Spanish,
Greek, New Testament,	Swedish,
Greek, Modern,	Syriac.

A list of equal fulness and value had never before been offered in America.

Toward the close of the year steps were taken to add to the accommodations of the College six new class rooms, a large lunch room, a chart room, and an Astronomical Observatory. The growth of the classes had rendered this enlargement an absolute necessity. The Observatory is not yet fully equipped and will be more fully described next year. The names of generous givers toward its equipment will be given in the latter part of this Report.

One hundred students received the aid of scholarships. Such of these as were members of churches represented the following denominations: Baptist, Congregationalist, Friends, Methodist Episcopal, Protestant Episcopal, Unitarian, and Universalist. One enjoyed the free Scholarship generously maintained by

the Massachusetts Society for the University Education of Women.

The establishment of a Jacob Sleeper Fellowship, to be filled on nomination of the Faculty of this College, was an event that caused great satisfaction. May others soon will be added to it. It was also a very gratifying circumstance that the American Association of Collegiate Alumnae in seeking out a worthy candidate to enjoy the honor and profit of the first appointment to their newly-established First Fellowship, made choice of an esteemed graduate of Boston University, Miss Louise Holman Richardson, A. M., now of Cambridge, England.

The following table from the annual report of Dean Huntington, gives not all the courses of instruction taken by members of the College, but all courses given to college classes at the Sleeper Hall Building, the Institute of Technology, and the Boston Society of Natural History Building. For fuller statements as to the scope and methods of the courses the reader is referred to the University Year Book, Volume XVII, pp. 57-72.



INSTRUCTOR.	COURSES.	Term.	Hours per Week.	STUDENTS.							
				Senior.	Junior.	Sophomore.	Freshmen.	Special.	All Sciences.	Theology.	Law.
Mr. W. M. Warren. “ Prof. T. B. Lindsay. “ “ “	ORIENTAL LANGUAGES AND CIVILIZATIONS.  I. Eastern Nations and Greece : My- ers, and Lectures. II. Rome ; Allen's, and Topics. III. Elements of Sanskrit ; Whitney's Grammar.  V. Continuation of Course III, Hito- padeça. VII. Continuation of Course V, Kathā- sarit-sagara.	W.	2	....	....	....	64	11	....	....	75
		S.	1	....	....	....	62	10	....	....	72
		F.	2	8	....	....	....	....	....	....	8
		W.	2	5	....	....	....	....	....	....	5
		S.	2	4	....	....	....	....	....	....	4
Prof. A. H. Buck.	XIII. Lectures on Ancient Greek Life, with Illustrations from Literature and Art.	F.W.&S.	* 1	{ 1 1 1	4 4 2	3 2 3	56 53 52	2 1 1	.... .... ....	1 .... 1	67 61 60

\* Per fortnight.

Prof. A. H. Buck.	XIV. Exercises in the Writing of Greek.	F.W.&S.	*1	1	2	3	53	1	.....	1	.....	61
"	XV. Memorabilia.	F.	4	1	4	3	56	2	.....	1	.....	67
"	XVI. Odyssey.	W.	3	1	4	2	53	1	.....	.....	.....	61
"	XVII. Herodotus.	S.	1	1	2	3	52	1	.....	1	.....	60
"	XVIII. Select Orations of Lysias.	F.	2	.....	.....	52	.....	1	.....	.....	.....	53
"	XIX. Œdipus Rex of Sophocles.	W.&S.	2	{	.....	39	.....	1	.....	1	.....	41
"	XX. Protagoras of Plato.	F.	2	2	.....	23	.....	1	.....	.....	.....	26
"	XXI. Pindar — Olympian and Pythian Odes.	W.	2	18	16	.....	.....	.....	.....	.....	.....	34
"	XXII. Poetics of Aristotle.	S.	2	4	8	.....	.....	.....	1	.....	.....	13
"	XXIII. Final Course in Greek Writing.	S.	2	.....	8	.....	.....	.....	.....	.....	.....	8
"	XXIV. Latin Grammar as related to the Science of Language.	S.	2	11	.....	.....	.....	.....	1	.....	.....	12
Prof. T. B. Lindsay.	XXV. Livy — Prose Composition, Lectures.	F.W.&S.	1	.....	.....	.....	67	10	.....	.....	.....	77
Prof. T. B. Lindsay and Dr. M. L. Perrin.	XXVI. Horace — Satires and Epistles.	F.	4	1	1	.....	67	8	.....	.....	.....	77
"	XXVII. Latin Prose Composition; Pronunciation, Quantity.	F.	2	.....	.....	69	.....	9	.....	.....	.....	78
Prof. T. B. Lindsay.	XXVIII. History of Latin Literature.	F.	2	1	25	1	.....	3	.....	.....	.....	30
"	XXX. Horace—Odes and Epodes.	F.	2	20	.....	.....	.....	1	.....	.....	.....	21
Prof. T. B. Lindsay and Dr. M. L. Perrin.	XXXI. Juvenal, with Illustrative Reading from Horace, Persius, Lucilius.	W.	3	.....	.....	.....	66	6	.....	.....	.....	72
Prof. T. B. Lindsay.		W.	2	.....	.....	43	.....	6	.....	.....	.....	49

\* Per fortnight.

INSTRUCTOR.	COURSES.	Term.	Hours per Week.	STUDENTS.								
				Senior.	Junior.	Sophomore.	Freshmen.	Special.	All Sciences.	Theology.	Law.	Total.
Prof. T. B. Lindsay.	LANGUAGES, LITERATURES, AND CIVILIZATIONS OF ANCIENT GREECE AND ROME — <i>Continued</i> . XXXIII. Prose Composition ; Grammatical Review ; Etymology.	W.	2	....	22	....	....	2	....	....	....	24
“	XXXIV. History of Latin Literature ; Augustan Authors.	W.	2	11	....	....	....	1	....	....	....	12
“	XXXV. Readings from Plautus.	W.	1	....	....	10	....	1	1	....	....	12
Prof. T. B. Lindsay and Dr. M. L. Perrin.	XXXVI. Horace ; Ars Poetica.	S.	2	....	....	....	63	7	....	....	....	70
Prof. T. B. Lindsay.	XXXVIII. Tacitus ; Agricola and Germania.	S.	2	....	....	38	....	6	....	....	....	44
“	XXXVIII <i>a</i> Original Composition in Latin.	S.	2	....	16	....	....	2	....	....	....	18
“	XXXIX. History of Latin Literature ; Post-Augustan Authors.	S.	2	14	....	....	....	2	....	....	....	16
“	XL. Readings from Terence.	S.	1	....	....	7	....	1	1	....	....	9



INSTRUCTOR.	COURSES.	Term.	Hours per Week.	STUDENTS.								
				Senior.	Junior.	Sophomore.	Freshmen.	Special.	All Sciences.	Theology.	Law.	Total.
Prof. D. Dorchester, Jr.	ENGLISH LANGUAGE, LITERATURE AND HISTORY. — <i>Continued.</i>	W.	2	....	26	....	....	8	1	....	....	35
“	LIII. M's Shakspeare; Lectures.	S.	2	24	1	....	....	8	1	1	....	35
Mr. Wm. M. Warren.	LIV. Tennyson and Browning; Lectures; Corson's Browning.	W. S.	1	{	....	....	63	8	....	....	....	71
Prof. D. Dorchester, Jr.	LV. Elementary Rhetoric.	F.	3	....	....	61	4	6	....	....	....	69
	LVI. Advanced Rhetoric; Genung's Rhetoric; Lectures.			....	....			16	....	....	....	81
“	LVII. Themes; Reading and Criticism of Themes.	F.	1	....	....	61	....	8	....	....	....	69
“	LVIII. Lectures on Oratory; Orations.	F.	1	34	....	....	....	4	....	....	....	38
“	LIX. Forensics and Theses.	W.	1	35	....	....	....	2	....	....	....	37





INSTRUCTOR.	COURSES.	Term.	Hours per Week.	STUDENTS.									
				Senior.	Junior.	Sophomore.	Freshmen.	Special.	All Sciences.	Theology.	Law.	Total.	
Mr. J. Geddes, Jr.	LANGUAGES, LITERATURES AND HISTORY OF MODERN CONTINENTAL EUROPE— <i>Continued</i> .												
	LXX. Histoire de France (Durey); Voltaire, Lamartine; Lectures.	W.	2	6	....	1	....	....	....	....	....	....	7
	LXXI. Balzac, Victor Hugo, Chateaubriand, A. Dumas; Themes, Lectures.	S.	2	6	....	1	....	....	....	....	....	....	7
	LXXII. Grandgent's Italian Grammar; De Amicis (Cuore).	F.	2	....	9	2	....	4	....	....	....	....	15
	LXXIII. Mussafia (Italienische Sprachlehre); Gozzi, Silvio Pellico.	W.	2	....	8	....	....	4	....	....	....	....	12

M. J. Geddes, Jr.	LXXIV. Prose Composition; G. del Testa (Modern Plays); S. Farina (Novels).	S.	2	.....	5	.....	2	.....	.....	7
"	LXXV. Dante (L'Inferno); Lectures on Dante and his Age.	F.	2	4	.....	.....	.....	.....	.....	4
"	LXXVI. Dante (Il Purgatorio); Lectures on Florentine Art.	W.	2	4	.....	.....	.....	.....	.....	4
"	LXXVII. Dante (Il Paradiso); Lectures on the Divina Commedia.	S.	2	4	.....	.....	.....	.....	.....	4
"	LXXVIII. Italian Literature; Ariosto (Orlando Furioso).	F.	1	1	.....	.....	.....	.....	.....	1
"	LXXIX. Italian Literature; Selections from Boccaccio's Il Decamerone.	W.	1	1	.....	.....	.....	.....	.....	1
"	LXXXI. Montsanto and Languelier's Spanish Grammar.	F.	1	.....	.....	.....	.....	.....	.....	1
"	LXXXIV. Introduction to the Comparative Study of the Grammar of Romance Languages.	F.	1	2	.....	.....	.....	.....	.....	2
"	LXXXV. L. Clédât (Moreaux Choisis des Auteurs Français du Moyen Age).	W.	1	2	.....	2	.....	2	.....	6
"	LXXXVI. La Chanson de Roland (Edition des Extraits de G. Paris).	S.	1	2	.....	1	.....	.....	.....	3

INSTRUCTOR.	COURSES.	Term.	Hours per Week.	STUDENTS.								
				Senior.	Junior.	Sophomore.	Freshmen.	Special.	All Sciences.	Theology.	Law.	Total.
Dr. M. L. Perrin.	LANGUAGES, LITERATURES AND HISTORY OF MODERN CONTINENTAL EUROPE— <i>Continued</i> . LXXXVII. Elementary Course in German. Deutsches Echo.	S.	5	7	6	2	64	14	....	1	....	94
“	LXXXVIII. Deutsches Echo; Der Nef- fe als Onkel; Grammar.	F.	2	1	1	63	....	15	1	....	....	81
“	LXXXIX. Im Zwielficht; Grammar.	W.	2	....	1	52	....	15	1	....	....	69
“	XC. Short Stories and Plays; Free Composition.	S.	2	....	1	45	....	14	1	1	....	62
“	XCI. Die Journalisten; Stein's Exercises.	F.	2	2	24	1	....	7	....	....	....	34
“	XCII. Wilhelm Tell; Stein.	V	2	2	18	....	....	3	....	1	....	24
“	XCIII. Lichtenstein.	S.	2	2	22	2	....	4	....	1	....	31
“	XCIV. Wallenstein; Themes.	F.	2	19	....	2	....	3	....	1	....	25
“	XCv. Maria Stuart; Stories; Stein.	W.	2	13	....	1	....	1	....	1	....	16

Dr. M. L. Perrin.	XCVI. Wenkebach's Selection of German Lyrics; Stein.	S.	2	14	.....	.....	.....	1	.....	1	.....	16
PHILOSOPHY AND ETHICS.												
Prof. B. P. Bowne.	CIV. Psychology.	F.	5	....	67	.....	.....	6	6	2	.....	81
" "	CV. Logic.	W.	5	....	54	.....	.....	.....	4	2	.....	60
" "	CVI. Theory of Knowledge.	S.	3	22	....	.....	.....	.....	6	.....	.....	28
" "	CVII. Metaphysics.	W.	4	21	....	.....	.....	.....	6	.....	.....	27
" "	CVIII. Philosophy of Theism.	F.	4	38	....	.....	.....	.....	10	11	.....	59
Dean Huntington.	CIX. History of Ethical Thought; Christian Ethics; Lectures.	S.	5	....	39	1	.....	6	.....	.....	.....	46
Prof. B. P. Bowne.	CX. Philosophy of Ethics.	F.	2	26	....	.....	.....	.....	5	4	.....	35
" "	CXI. History of Philosophy.	S.	5	8	....	.....	.....	.....	3	.....	.....	11
HISTORY.												
Dean Huntington.	CXIV. Mediæval and Modern History; The Period of Reformation.	W.	2	....	....	40	.....	10	.....	.....	.....	50
" "	CXVI. Constitutional Laws; Cooley; with Compar- ative View of Govern- ments; Lectures.	F.	3	32	....	.....	.....	2	.....	.....	1	35





Mr. W. M. Warren.	CXXXVI. Spherical Trigonometry; Wells.	F.	2	.....	61	.....	5	.....	.....	66
Prof. J. B. Coit.	CXXVII. Modern Geometry; Lectures.	W.	2	3	.....	1	.....	.....	.....	4
"	CXXVIII. Analytical Geometry; Bowser.	F.	3	.....	14	.....	.....	.....	.....	14
"	CXXIX. Calculus; Taylor, with Supplementary Notes.	W.	2	.....	10	.....	.....	.....	.....	10
"	CXXX. Previous Course Continued.	S.	3	.....	7	.....	.....	.....	.....	7
"	CXXXIII. Theory of Equations; Macnie.	F.	2	1	.....	.....	.....	.....	.....	1
Prof. Chas. R. Cross.	CXXXVII. Physics; Lectures on Mechanics.	W.	3	.....	66	.....	.....	.....	.....	66
Mr. S. H. Woodbridge and Assistants.	CXXXVIII } Experimental Physics; and CXL. } Laboratory.	W.&S.	{ 2	.....	20	.....	.....	.....	.....	20
Prof. Chas. R. Cross.	CXXXIX. Physics; Lectures on Electricity.	S.	3	7	9	66	.....	.....	.....	82
Prof. J. B. Coit.	CXLI. Surveying and Leveling.	S.	2	.....	17	.....	3	.....	.....	20
"	CXLII. Descriptive Astronomy; Newcomb and Holden; Lectures.	W.	2	17	.....	.....	.....	.....	.....	17
"	CXLIII. Previous Course Continued.	S.	2	14	.....	.....	.....	.....	.....	14
CHEMISTRY, BIOLOGY, AND GEOLOGY.										
Prof. Thomas E. Pope.	CXLVI. Chemistry; Lectures and Laboratory.	S.	6	1	10	.....	4	.....	.....	15
Mr. B. H. Van Vleck.	CXLVII. Botany.	S.	2	3	1	16	2	.....	.....	30

INSTRUCTOR.	COURSES.	Term.	Hours per Week.	STUDENTS.								
				Senior.	Junior.	Sophomore.	Freshmen.	Special.	All Sciences.	Theology.	Law.	Total.
Prof. A. Hyatt and Mr. B. H. Van Vleck. “ “ Prof. W. H. Niles.	CHEMISTRY, BIOLOGY, AND GEOLOGY — <i>Continued.</i>	F. & W.	{ 4 3 }	....	20	4	3	10	....	....	....	37
	CXLVIII. Zoölogy; Lectures; Studies with Microscope.			1	9	4	2	9	....	....	....	25
	CXLIX. Human Physiology; Lectures; Laboratory.	S.	3	4	9	2	3	8	1	....	....	27
	CL. Geology; Dynamic, Structural and Historical.	W.	4	2	28	....	1	8	....	....	....	39
Dean Huntington. “ “	LIFE, PERSONAL DEVELOPMENT, EXPRESSION.  CLI. Lectures on Collegiate Life and Work. CLII. The Essentials of Christianity; Lectures.	F. W.	1 4	.... 31	.... 1	.... ....	65 ....	.... 1	.... 2	.... 2	.... ....	65 35

Miss H. L. Blackwell.	CLIII } Physical Training; for and CLIV. } the Young Women.	F.W.&S.	$\left\{ \begin{array}{l} 3 \\ 1 \end{array} \right\}$	....	....	....	....	....	....	45	....	45
Prof. D. Dorchester, Jr.	CLV. Art and the Fine Arts.	F.	$\left\{ \begin{array}{l} 1 \\ 1 \end{array} \right\}$	....	....	....	....	....	....	20	....	20
Prof. A. L. Holmes.	CLVI. Vocal and Forensic Training.	F.W.&S.	2	....	....	....	....	....	....	12	....	12
"	CLVII. Advanced Training in Vocal and Related Modes of Expression.	F.W.&S.	2	....	....	....	....	....	....	55	....	55
				....	....	....	....	....	....	68	....	68
				....	....	....	....	....	....	62	....	62
				....	....	....	....	....	....	46	....	46
				....	....	....	....	....	....	44	....	44
				....	....	....	....	....	....	44	....	44

## THE COLLEGE OF MUSIC.

The only change in this Faculty was that occasioned by the death of Dr. Maas, already noticed.

The whole number of students was twenty-three, representing seven States of the American Union. Fifteen of the number were young women.

During the year a careful revision of the courses of instruction was effected, as also, some changes in the conditions of admission and promotion. All these were in the direction of even greater thoroughness than before. Before these changes were made, students in the highest grade of the New England Conservatory of Music could matriculate as first-year students in the College of Music; now, in order to enter the College, one must have graduated from the Conservatory, or must show an equal proficiency.

The hope is again expressed that the College may soon receive the endowment it so greatly needs. Here is a notable opportunity for a friend possessed of large means to serve a noble art and build for his name an imperishable monument.

## THE COLLEGE OF AGRICULTURE.

In this department the year was one of signal prosperity. The Faculty was enlarged, the material equipment improved, the course of instruction strengthened, the financial outlook wonderfully changed.

One hundred and thirty-three students were in attendance, eleven of them resident graduates.

The most gratifying event of the year was the Congressional Act by which a fresh appropriation from the United States Treasury was made to every State for the



benefit of the Colleges of Agriculture and Mechanic Arts, established under the Act of 1862. By this, Massachusetts is to receive, the current year, \$15,000; the same, with an increase of \$1,000 a year for ten years; thereafter, annually, \$25,000. This action has immense significance for the future of agricultural education and agricultural life in America.

One hundred and thirty-three students were in attendance — eight more than the preceding year. They were classed as follows :

Graduate Students, . . . .	11	Sophomore Class, . . . .	41
Senior Class, . . . .	21	Freshman Class, . . . .	40
Junior Class, . . . .	19		

Those from beyond the bounds of Massachusetts were from Connecticut, Illinois, New Jersey, Texas; from Brazil, Cuba, Japan and Prince Edward's Island.

The following extracts from recent communications from President Goodell, present striking evidences of the recent progress of the College :

In reviewing the year elapsed, several things have occurred to me that might perhaps be of interest in your Report. One of the things that have gratified me most is the eagerness manifested by other colleges and experiment stations to secure our graduates. A little less than one-eighth of our graduates are now filling important positions as instructors, workers, and directors in the Agricultural Colleges and experiment stations of the country, and I have within the last two weeks recommended five others for similar positions.

Our library has been increased about nine hundred volumes, numbering at the present time nine thousand nine hundred.

The two new chairs of Veterinary and English, established at the commencement of the year, are two of the most important additions that have been made for a number of years. The English is a progressive course in composition and oratory, debating, rhetoric and English literature, commencing with the first term of Freshman year and continuing without intermission until the close of the course. The students who come to us are — as a rule — exceedingly deficient in their knowledge of

English, and I consider myself very fortunate in filling the chair with so able a man as Professor George F. Mills, for many years principal of Graylock Institute in South Williamstown. The Veterinary chair is filled by one of our own graduates, Dr. James B. Paige of the class of 1882, who took high honors at the Veterinary School in Montreal. His course covers the entire Senior year, embracing the anatomy and physiology of the domestic animals, their care and hygiene, and instruction in the more common forms of lameness and disease.

The Insectary built a year ago has been in full operation during the summer and fall, and will, I hope, yield us results of practical benefit to the agriculturist and horticulturist of the State.

A new barn has been completed for use in the Experiment Department of the College, particularly for feeding experiments and for the storing of crops raised by way of experiment under particular conditions of soil and fertilization.

The Meteorological Department has been strengthened in equipment, the last purchase being an instrument for measuring the potential of the atmosphere. It is, I believe, the only one in the country, and had to be constructed abroad and imported especially for us.

We have during the year opened two Biological Laboratories for practical work, each of them furnished with from fifteen to twenty microscopes. The one is under the charge of Professor Fernald. He has been giving instruction to the Junior class in dissection of invertebrates. The other is under Professor Maynard, who has been instructing the Sophomore class in plant physiology and disease. We have now our three practical laboratories, the chemical and the two biological. When we can start two more — one in veterinary and the other in physics — I shall feel that we are approaching more nearly to my idea of teaching, in which the practical goes hand in hand with the theoretical. I can only say that these two courses have been engaged in with the utmost eagerness by the students.

That the college is steadily growing in the esteem of the people I feel very sure. We had this year seventy-eight applications, being within two of the maximum number allowed by law, under the free scholarship system. I can assure you that this is exceedingly gratifying to one who has lived through the stormy days of the College.

### THE SCHOOL OF THEOLOGY.

The Opening Day Address was delivered by Professor Sheldon, on Wednesday, September 18th. Three

weeks later, in connection with the usual public exercises of Matriculation Day, Professor Olin A. Curtis, previously appointed to the chair of Systematic Theology, pronounced his Inaugural Discourse. This may be found in full in *Zion's Herald* for October 16th, 1889. The theme was "Systematic Theology and the Teaching Thereof."

Beginning with the year 1884-85, the University Year-Book for several years announced that under certain statutory regulations the Alpha Chapter of the University Convocation was empowered to recommend to the Faculty of the School of Theology, from its own body, suitable candidates for examination and eventual promotion to the degree of Doctor of Sacred Theology. At the annual meeting of the Chapter, in June, 1889, the Reverends James Mudge and William I. Haven were appointed a committee to confer with the Faculty relative to the method of proceeding to the doctorate as contemplated in the statutes, and to inquire whether the Chapter could not be relieved from the responsibility of making recommendations. The President and Assistant Dean, having been appointed a committee of conference on the part of the Faculty, all questions involved were fully and carefully considered. In order, also, that all the Alumni might participate in the deliberation, the joint committee sent to each graduate the following circular letter :

BOSTON, MASS., Nov. 26, 1889.

DEAR BROTHER :—

For the sake of securing all obtainable light touching the important question of the best plan for opening the degree of Doctor of Sacred Theology to suitable graduates of Boston University, the undersigned,

representing both the Alumni Association and the Faculty of the School of Theology, respectfully request you to return a full written answer to each of the following questions :

1. What in your opinion should be required of all our graduates before acceptance as candidates for the Doctorate?
2. In what particular departments of sacred or other learning should further "special" work be allowed, and counted toward the degree?
3. What distinction should be made between "first division" graduates and those of the "second division"?
4. How long after graduation should graduates be allowed to enroll as candidates for the Doctor's degree, and should the rule be the same for graduates of both divisions?
5. Should all accepted candidates be published annually in the Year Book and circulars, however long they are at the work?
6. In view of the fact that with the growth of the School each member of the Faculty is now fully occupied, what practicable provision would be best for the keeping of the records of these candidates; the conduct of the necessary correspondence; the consultations relative to special courses, and the administration of examinations upon them in Boston or elsewhere?
7. Should the examiners employed be taken wholly from our own graduates or wholly from our Church, or should some be sought from other schools and churches as well?
8. Please suggest as a specimen course, the topics and amounts of work which in your judgment would seem suitable in a single instance, as a basis for the S. T. D. in the case of a pastor who has purely itinerant work in prospect?
9. In what way can technical and executive as well as scholarly ability be most equitably estimated and allowed due credit by the Faculty?
10. Would it be wise or practicable to open the degree to any outside our own graduates?
11. In view of the fact that no proper service in the work of registration, correspondence, consultation and examination can be had without fair compensation, what system of fees for candidates and what dates of payment would you recommend? Also, what honorarium for examiners?
12. Is there any practicable way in which the Faculty or the monthly meeting of the Alpha Chapter, or the Chapter itself at its annual meeting

can invite individuals to become candidates for the degree, it being understood that such persons would undertake the work and be promoted on the same conditions as if they became candidates of their own motion?

13. Our choice would seem to lie between several possible plans such as the following :

(1) No honorary degrees and no provision for advancement to the doctorate in theology as now.

(2) A purely honorary doctorate in theology as in other American institutions at present ; the selection being made by the Faculty and Trustees.

(3) Promotion through the Alpha Chapter as first proposed ; candidates to be invited by the Chapter with approbation of the Faculty, or *vice versa*, and to be tested and qualified by further prescribed work.

(4) Universal candidacy with tested and recorded work through a period of years, until in the judgment of Faculty and the examiners employed by them, the candidate could be recommended to the Trustees for a degree.

(5) Some other plan yet undevised, which you are hereby invited to suggest.

Among the foregoing plans which has your preference?

14. If the plan you prefer among the above named should be adopted would you wish to become a candidate under it?

While we earnestly desire and request your ripest thought and judgment upon the foregoing, we request you to forward your replies not later than three weeks from the date of this letter. Please address your response to Professor H. C. Sheldon, Secretary of the Faculty, 72 Mount Vernon Street, Boston. and oblige,

Yours with cordial fraternal salutations,

[Signatures.]

To this communication the replies were many and valuable, and after some further weeks of consideration the Faculty elaborated the following new regulations which have since received the official approbation of the Trustees of the University :

1. Bachelors in Sacred Theology of Boston University, of not less than ten years' standing, having met all other conditions, may, on



recommendation of the Theological Faculty, and with the approval of the Trustees of the University, be admitted to the degree of Doctor in Sacred Theology.

2. Bachelors in Sacred Theology of the University, of five years' standing, may, by vote of the Theological Faculty, be received as candidates for the degree of Doctor in Sacred Theology.

3. On applying for acceptance as a candidate, the applicant shall submit a written statement of studies pursued and works read by him since promotion to his first theological degree, and shall certify over his own signature that, so far as it extends, the list is entirely correct.

4. He shall further submit a statement showing in some detail the work he would wish to do during his candidacy, provided it shall meet the approbation of the Faculty.

5. If desired by the Faculty he shall deliver before them a sermon, or other discourse, or shall pass a preliminary examination, before action is taken upon his application for candidacy.

6. In the Faculty's assignment of work to any accepted candidate, the consideration which can be given to his indicated choices will necessarily depend to a large degree upon the extent and symmetry of his previous attainments and upon the judiciousness of his proposals; in all suitable cases, however, a wide range of choice will be allowed. Before submitting proposals, the candidate is expected to consult the list of recommended treatises and of elective lines of investigation prepared for his assistance.

7. Accepted candidates are desired to present themselves for examination in not less than one nor more than three subjects or treatises per year. Unavoidable hindrances, properly reported, will, however, receive due consideration.

8. In every examination the marking will be upon the scale of 100 as a maximum, and in order to pass in any instance 70 per cent. of the candidate's answers must be correct and satisfactory.

9. Three failures to attain 70 per cent. in examinations will work a forfeiture of candidacy, unless by special vote the Faculty otherwise determine.

10. Candidates will have opportunity to present themselves for examination three times a year, to wit: on the fourth Thursday in September, the third Thursday in December, and the third Thursday in March. Hours, from 12 A.M. to 4 P. M.; place, Jacob Sleeper Hall.

11. To prevent misunderstandings, the candidate intending to present himself for examination must notify the Secretary of the Faculty, and name the subject, one month before the time.

12. Candidates resident outside of New England, may ask permission to present themselves at examinations held in their vicinity by specially appointed University Examiners, and if satisfactory arrangements can be made, the request will be granted. The examination fee, however, in every such case will be double the ordinary.

13. The ordinary fees are as follows: (1) Registration fee ten dollars. Of this two dollars must be enclosed in the written application for acceptance as a candidate; the remainder is to be paid as soon as the applicant receives notice of his acceptance. (2) The regular fee for examination by question paper, or for the examination of a thesis presented by the candidate, is five dollars each, for the first eight examinations, all thereafter being free. In every case these fees are to be paid before the examination begins. (3) The fee for promotion to the doctorate is fifty dollars, payable on or before the fifteenth of May. Thus the total of the ordinary fees is for each successful candidate one hundred dollars.

14. At least two elaborate theses will be required of every candidate, one upon religious ideals, and one of a more special character upon an elected subject to be approved in advance by the Secretary of the Faculty. These theses the writer is liable to be called upon to defend before an appointed committee. The first must be of not less than ten thousand words, and the second of not less than four thousand. Each must be on the prescribed paper, and to each must be prefixed according to the alphabetical order of the names of their authors a list of the books quoted or referred to in the thesis, with the edition used. All quotations or other explicit references to authorities must be accompanied with marginal notes giving chapter and verse or volume and page.

15. Other theses may be agreed upon in place of ordinary examinations, but every candidate, unless expressly dispensed therefrom by vote of the Faculty, must pass the required examination in Theological Bibliography, Encyclopædia, and Methodology.

16. Meritorious literary or scholastic work already published by the candidate may be submitted to the Faculty, as also official certificates of studies prosecuted in the School of All Sciences, or in Universities of the highest rank, American or foreign, and in each case the work (if not previously credited to its full value toward other degrees) will receive suitable consideration in determining the requirements for promotion to the doctorate in Theology.

17. In planning and proposing work for the degree the candidate is recommended to choose one subject as a specialty, and to make all his other choices with a view to render his mastery of this specialty as complete as possible. It should be his aim to become as far as practicable an authority in the subject chosen. The amount of this elective work required for the degree, in addition to the requirements which apply to all, cannot easily be stated in exact terms, but it will be substantially equivalent to that indicated in Subjects II to IV inclusive.

18. No applications for candidacy can be received in the months of June, July, and August.

19. For the present, no persons except Bachelors in Sacred Theology of Boston University can be received as candidates for the second theological degree.

20. No postal cards should be used in correspondence, as every communication must go on file for later reference.

At the close of the year in June, Professors Townsend and Sheldon were re-elected to their respective chairs for the statutory term of five years. Professor Buell, as already reported, was appointed Dean.

In the Spring Term the School was favored with a remarkably fresh and able course of lectures by Bishop Foster, on "The Philosophy of Christian Experience." The course has since been published in book form.

The Visitors of the School attended the closing examinations and anniversaries in large numbers and their careful and appreciative report appeared soon after in several church journals.

The remaining facts of interest in connection with this department, are very fully set forth in the following annual report of Dean Buell, to which particular attention is invited :

#### 1. THE GROWTH OF THE SCHOOL.

The academic year 1889-90, which marks the fiftieth anniversary of the organized movement which in 1847 resulted in the opening of this School of Theology, is more noteworthy than any preceding year of its

history, for the thoroughness of work done, and for the large numbers and superior preliminary training of the students in attendance. While the total attendance ten years ago ('79-'80) was sixty, and five years ago ('84-'85) seventy-nine; the number for the year '89-'90 rose to one hundred and thirty-six. Of this number one hundred and six pursued regular, and twenty-nine, special courses of study, and one was a non-resident Fellow.

The totals of resident students for the successive years of the decade were as follows:—60, 68, 75, 69, 77, 79, 75, 105, 117, 130.

The average age of entering classes has risen somewhat during the decade, having been 26.3 for the first, and 27.1 for the second five years.

If the phenomenal increase in attendance had been obtained by any lowering of the standard of preparation required for admission to the regular course, no intelligent friend of ministerial education could be enthusiastic over what would be only a specious indication of prosperity. Happily, however, no such sacrifice of quality to quantity has been made. The large increase is rather due to a policy deliberately adopted five years ago: the policy of augmenting so far as should be possible the attendance of college graduates. It was thought that the ability of the Faculty, the advanced methods of instruction, and the unrivaled location of the School warranted systematic efforts to attract riper men in larger numbers. Closer attention was accordingly given to correspondence, more constant and extensive visitations to Colleges and Annual Conferences were made, and the interest of the undergraduates enlisted in the movement. The immediate results were as surprising as they were satisfactory. While the total number of college graduates admitted to the School in 1885 was fourteen, it rose the next year ('86) to *thirty-four*, and in the following year ('87) to thirty-two. In '88 the number had grown to thirty-eight, and in '89 it reached *forty-six*. Thus the number of entering college graduates was more than trebled in five years.

That this department is accorded a patronage and exerts a national as well as a local influence, is shown by the wide geographical distribution of its members. Of the students in residence the last year, thirty-eight came from New England, nineteen from the Middle States, and five from the Southern States; there were no less than sixty-three from the various Western States, including seven from the Pacific coast.

The following is the record by separate States:—Ohio, twenty-seven; Massachusetts, twenty-three; New York, eleven; Pennsylvania, eight; California, seven; West Virginia, six; Vermont, five; New Hampshire, four; Maine, four; Indiana, three; Iowa, eight; Arkansas, two; Kansas,

two; Illinois, six; Michigan, two; British Colonies, six; Louisiana, Florida, Tennessee, Rhode Island, Connecticut, Missouri, Washington, South Africa, Washington, D. C., India, Sweden, one each.

Another token of the ever-widening influence of the School may be recognized in the fact that former students of ours have very recently been called not only to responsible pastoral work, but also to editorships, principalships of academies, college professorships, and even to the honorable and commanding presidential posts at Wesleyan, Denver, Ohio Wesleyan and Dickinson. Nor has the annual contribution of some of our ripest and strongest men to foreign missionary service fallen off: three men having within a few months departed for Italy, India and China respectively.

There is still another sign of progress which should not pass unnoticed, viz: — the fact that so many recent graduates are pursuing advanced courses of study abroad. At the close of the period covered by this report the first incumbent of the Jacob Sleeper Fellowship, Professor George A. Coe, S. T. B., of the class of '87, sailed for Germany, where he is now devoting special attention to philosophy. No less than six others have this year entered upon post-graduate courses at Berlin and other European Universities, viz: — Rev. Albert Hallén, S. T. B., class of '89; Professor Wilbur F. Steele, S. T. B., class of '75; Rev. J. D. Bronson, S. T. B., class of '88; Rev. T. G. Duvall, S. T. B., class of '89; Rev. Samuel Plantz, S. T. B., class of '83; and Rev. E. A. Bell, A. B., class of '91.

During the past year the Faculty have elaborated a scheme for the encouragement of advanced study by non-resident graduates in the several departments of Theology. It is hoped that this plan will secure valuable inspiration and help to many students for a considerable period beyond the term of their residence at the University. Extensive correspondence with the Alumni has disclosed the fact that such a scheme is heartily approved by the whole body of graduates. It is the belief of the Faculty that the proffer of the Doctorate in Sacred Theology, as a reward for special and vigorous post-graduate study, will prove not less attractive and fruitful, than has the offer of courses leading to the Doctorate in Philosophy.

A final symptom of growth appears in the new departure in City Mission work. At a hall in Merrimac street, opened by the Bureau of Methodist Missions in March last, a series of evangelistic meetings was maintained by the students nearly every night in the week, to the end of the school year and throughout the summer vacation. More than forty men were regularly engaged in this self-denying but interesting work. Apart from the great good done to the denizens of that neglected neighborhood, the



discipline and experience gained by the students themselves were of incalculable value. As the clinic and dissecting-room are deemed as indispensable to every school of medicine, as is theoretical instruction in anatomy, physiology and therapeutics, so actual religious work among the teeming masses of a great city affords to the School of Theology most effective illustrations and re-enforcements of the great principles of its more abstract teaching. Nor were the influence and the practical work of the students confined to the city. No less than sixty-eight of them had regular pastoral charges in as many churches within and more or less remote from Boston.

## II. THE WORK OF THE YEAR.

I. THE SENIOR CLASS. — In Hebrew and Old Testament Exegesis, the class read with Professor Mitchell the Prophecy of Amos. Three lectures were given on Introduction to this book, and Sayce's *Ancient Empires of the East* and Orelli's *Old Testament Prophecy* were assigned for reading. The first twelve chapters of Isaiah were studied with especial reference to the Messianic element. Each member of the class wrote an essay on Isaiah 7:12. The remainder of the year was devoted to a study of Isaiah, chapters XL-LX in English, particular attention being given to passages containing teaching concerning the Servant of Jehovah. Driver's *Israel* was assigned for reading.

A class in Assyrian, consisting of four members, met with Dr. Mitchell twice a week during the second and third terms, and completed Lyon's *Manual*.

In New Testament Greek and Exegesis with Professor Buell, the work of the year was devoted to the Epistle to the Romans, the class meeting once a week during the first, and four times a week during the second half of the year. An outline for research on topics of introduction to the Epistle was given, the literature indicated and a written lecture on the subject was required of each member of the class. An original written translation of the Epistle was prepared by each student. The exegetical study was confined to the eleven doctrinal chapters. In the detailed investigation of the meaning of passages, from ten to twenty exegetical questions requiring written answers were given in advance of each recitation. A written paraphrase covering the ground of the advanced lesson was also presented at every recitation by each member of the class. The instructor dictated his own paraphrase and discussed essential points of exegesis with the class. Exegetical helps were indicated.

In Church History, Professor Sheldon lectured twice a week on the period from A. D. 1517 to 1889, and also assigned the 612 pages of his own work on the subject for study. Essays on important themes of Church History were prepared by the members of the class.

In Comparative Theology, Dr. Warren lectured two hours a week on Introduction to the History of Religions, Comparative Theology, and the Philosophy of Religion; with special examination of the Chaldæo-Assyrian, Egyptian, Persian, Indo-Aryan, Chinese, Greek, and Teutonic religions. The reading of more than twenty volumes for auxiliary research was required.

In Practical Theology, Professor Townsend lectured three times a week on Sermon Delivery, Accessories of the Sermon, Hymns, Scripture Lessons and Prayer; on the Pastoral Office and Work; on Comparative Church Government; and the Government and Discipline of the Methodist Episcopal Church.

In Elocution with Professor Holmes, the class received instruction one hour a week throughout the year.

2. MIDDLE CLASS.—In Hebrew and Old Testament Exegesis with Professor Mitchell, the class devoted one hour a week during the first half of the year to the current Sunday-School lesson. During the last half of the year, four and finally five hours a week were given to Deuteronomy and selections from the Psalms. Lectures were given on the structure of the Pentateuch and essays were prepared by the class on the Style of Deuteronomy. Two or three critical works on the Pentateuch were assigned for reading. Original analyses of the various Psalms were presented by the class, with especial reference to their use in social religious meetings.

In New Testament Greek and Exegesis with Professor Buell, the class completed an examination of the Vocabulary of the Greek Testament begun the year before, and studied the Epistles to the Galatians, Philipians and Colossians. They wrote introductory lectures and paraphrases and gave written answers to set questions on the exegesis of each of these epistles. They also wrote original translations of the Epistle to the Galatians. The class met four times a week during the first half of the year.

In History of Doctrine with Professor Sheldon, the whole period from the Apostolic age to the present was studied. The two volumes of Professor Sheldon's History of Doctrine were used as a text book. The class met three times a week. Essays in review of recent theological works were prepared by each member of the class.

In Systematic Theology with Professor Curtis, the class were given lectures two hours a week throughout the year. The first fourteen hours were devoted to a rapid survey of topics introductory to this department of study, and the remaining time to Didactic Theology proper.

In Practical Theology with Professor Townsend, the class were given lectures three hours a week on the following topics of Homiletics: Sermon Building; Preaching on Specific Subjects; Conclusion of Sermons; Revision of Sermons; Bible Readings. The preparation of Sermon-plans and Criticism of Sermons also occupied the class.

In Elocution, Professor Holmes gave instruction twice a week throughout the year.

3. JUNIOR CLASS.—In Hebrew with Professor Mitchell, the class were given five hours a week for the first term on the elements of Hebrew, Professor Mitchell's "Lessons" being used. For the remainder of the year four hours a week were devoted to the Syntax of Gesenius and to the reading of about thirty chapters of Genesis. A part of the time was devoted to topical exegesis and discussions. The majority of the class passed their final examinations on passages of Hebrew at sight. Stanley's Sinai and Palestine and Lenormant's Beginnings of History were assigned for reading. Eight or ten illustrated lectures on the Geography of Palestine were delivered before the class.

In New Testament Greek with Professor Buell, the class studied the Synoptic Gospels and the Acts, meeting three times a week throughout the year. The preparation of an original translation of the Gospel of Mark and a lecture on one of several topics of Introduction were assigned to each student, together with text-book work on the same subject. Study was also devoted to the vocabulary of the Greek New Testament throughout the first term. The life of Christ on the basis of the Gospel of Mark was taken up during the second term. The third term was given to a linguistic and exegetical examination of the Acts of the Apostles.

In Historical Theology with Professor Sheldon, the class were given lectures and text-book instruction three times a week on the period from A. D. 30 to A. D. 1517. An essay was presented by each member of the class on such themes as Hymnology, Architecture, Painting, Christian Biography, etc.

In Systematic Theology with Dr. Warren, the class were given lectures on Encyclopædia and Methodology. During the second and third terms with Dr. Curtis they had lectures once a week on Introduction to Didactic Theology.

In Practical Theology with Professor Townsend, lectures on the Hygiene, Psychology, and Ethics of Pulpit Rhetoric, and text-book instruction on the Text, Introduction and Subject of the Sermon were given once a week.

In Elocution, the class had instruction in two sections once a week.

In Missions, a course of fifteen lectures was delivered by Rev. James Mudge, S. T. B.

In addition to the above regular work of the curriculum, Bishop R. S. Foster, LL. D., gave a most valuable course of lectures on "The Philosophy of Christian Experience."

Throughout the year many suggestive and valuable addresses were delivered to the students on various topics of religious life and work by eminent representatives of different Christian bodies.

At the beginning of the third term the untimely death of Mr. W. I. Ford, a graduate of Wesleyan University and a member of the Junior class, cast a shadow of sadness over the whole School. Mr. Ford was a young man of unusual promise. Natural endowments of a high order and a Christian character of rare symmetry and strength seemed to forecast a career of great usefulness. His abrupt summons into the presence of the King caused sore amazement to his wide circle of friends. "I was dumb, I opened not my mouth because Thou didst it."

### III. SELF-SUPPORT AND BENEFICIARY AID.

The sixty-eight students who served pastoral charges in the vicinity of Boston during the year, received an aggregate estimated compensation of about \$23,000 or \$340 each. Loans were made by the Board of Education to twenty-eight students amounting to \$2,270. Grants from the New England Educational Society to thirteen students aggregated \$1,020. The E. H. Dunn scholarship yielded \$150 to one student.

The Alumni Mutual Fund provided sixteen loans to fourteen students amounting to \$386. Other loans to three students obtained by the Assistant Dean aggregated \$104.25. The total sum loaned for the year was \$2,760.25 to thirty students. Grants of \$1,170 were made to fourteen students. The total beneficiary aid for the year was \$3,930.25 to forty-seven students, an average of \$83.61 for each man.

### IV. PRESENT NEEDS OF THE SCHOOL.

New wings, or a new building, upon the vacant lots providentially left on the Chestnut-street front are imperatively needed to provide additional dormitory accommodation, and larger rooms for classes, and for chapel

and library. The present class-rooms are overcrowded, inadequately lighted and ventilated. The growth of the School must soon be arrested unless this necessary expansion can be provided in the immediate future.

Large additions should be made to the Library. The meagre annual appropriation of \$100 for new books, continued for a few years past, would scarcely maintain a private library in a single department of theology. It is of course lamentably inadequate to meet the daily needs of a great theological school.

If provision could be made for an instructor in elementary Hebrew, much-needed courses in Old Testament Introduction could be given.

The creation of a new professorship of Biblical Theology would be a great boon to the School.

Systematic instruction in vocal music, a knowledge of which art is so valuable to the Christian pastor, should be provided for all the students in this as in other theological institutions.

A few Scholarships yielding one or two hundred dollars annually and binding the recipient to some form of city mission work would be as fruitful of good in Boston as such foundations have already proved to be in New York and other cities.

The prospects of this department were never so auspicious as they are now. The steady pursuit of the progressive policy already adopted ought to make this School of Theology, like the denomination which gave it birth, the largest and most flourishing on the Continent.

## THE SCHOOL OF LAW.

The growth of this School having rendered its hall inadequate, the Trustees, on the eleventh of November appointed a committee to plan and search for ample quarters. This committee, after examining a great many buildings and sites, at length ascertained that it would be possible to obtain the building next east of the one occupied by the School, and in January, for the sum of \$38,000, the purchase was happily consummated.

This transaction was doubly satisfactory, since, in consequence of the new building's contiguity, both to



the Law School building and to the Sleeper Hall, it was found practicable to double the accommodations of the School, and still gain space above for six new class rooms, a chart room, and an astronomical observatory for the College of Liberal Arts. The house was vacated the last of April, and during the summer and autumn the work of reconstructing and adapting to the new uses went forward. Now that it is completed the gratifying gain of both departments, in space and accommodation, is manifest to all.

As the new and greatly enlarged library was approaching completion, the following appeal to the benevolent was issued, and it is hoped that its insertion here will call forth additional responses :

#### A GALLERY OF LEGAL CELEBRITIES.

*To the Editor of the Transcript :*

Permit me, through your valued columns, to call the attention of all persons interested in law and in legal education to the opportunity now for the first time offered to create in Boston, in the immediate vicinity of the new Court House, a gallery of legal celebrities, American and foreign.

For the enlargement of their law library and other University facilities, the Trustees of Boston University have just expended an additional \$60,000. The apartments and halls now fitted up and about to be occupied at Nos. 8 and 10 Ashburton Place, are remarkably cosy and cheerful; and they furnish abundant wall room and light for a large number of busts, pictures, medallions, etc. We would be grateful for gifts of portraits, engravings, photographs, and similar objects, appropriate to the place. Likenesses of judges, State and national, will be welcome, particularly of the United States supreme bench. The lord chancellors of England should be represented. Also men like Rufus Choate, Charles Sumner, Wendell Phillips; also George Stillman Hillard, former Dean of the School; Daniel Webster, whose home in Summer Street is now the property of the University; Dwight Foster, Henry W. Paine, Benjamin F. Thomas, Otis P. Lord, Francis Wharton, Benjamin R. Curtis, William B. Lawrence, and others of the early lecturers who gave the School such prompt recognition and reputation. Let it also be remembered that pictures representing the great forensic events, historic court

houses and halls of legislation, homes of legal authors, buildings like the Temple and the Inns of Court in London, will greatly add to the attractions and instructiveness of the collection. Autographs, autograph letters and briefs of eminent jurists and statesmen, would be highly prized and sacredly cared for.

The undersigned is confident that in the homes of Boston and its suburbs there is a great variety of valuable material of the kind here described, the interest and value of which would be greatly enhanced if brought together in so suitable a place for permanent preservation. If left to the ordinary fate of similar heirlooms, these objects will very soon be consigned to dusty garrets and lofts, and at the next remove be scattered and destroyed. Children and grandchildren of legal celebrities should remember this.

As the Trustees have made especial provisions for lady students — provisions such as exist in no other law school in America — it is confidently hoped that the intelligent women who preside in the homes where this material is found, will count it a special pleasure to aid in the creation of the gallery proposed. Gifts, communications, or pecuniary contributions may be addressed to Dean Edmund H. Bennett, LL.D., at the School of Law, or to the undersigned at No. 12 Somerset Street.

Respectfully yours,

WILLIAM F. WARREN.

The whole number of students for the year was one hundred and seventy-nine. This was twenty-seven more than the preceding year.

Graduate students in the School represented twenty-three colleges, as follows :

Harvard College, . . .	12	Bates College, . . .	3
Amherst, . . . . .	5	Colby, . . . . .	3
Bowdoin, . . . . .	5	Tufts, . . . . .	3
Dartmouth, . . . . .	5	Iowa Wesleyan University, 2	
College of Liberal Arts, 4			

Acadia, Allegheny, Brown, Cornell, De Pauw, King's, Kentucky Wesleyan, Maine State, Milwaukee, St. John's, Wesleyan University, Williams, and Yale, one each.

The following table, from the annual report of Dean Bennett, shows in a condensed but perspicuous form, the important facts relative to the year's instruction :

TABLE OF LECTURES AND RECITATIONS, 1889-90.

LECTURER.	SUBJECT.	Number of Lectures.	Class to which Delivered.	Number in Class.	Maximum Attendance.	Minimum Attendance.	Average Attendance.	INSTRUCTOR.	Number of Recitations.	Average Attendance.
The Dean.	Contracts.	64	Junior.	74	87	68	79	S. C. Bennett.	42	65
" "	Criminal Law.	27	"	74	88	71	80	F. E. H. Gary.	10	52
" "	Wills.	4	Senior.	69	35	23	28	.....	None.	E.
Prof. C. T. Russell.	Practice and Pleading.	18	"	69	58	35	50	J. G. Thorp, Jr.	28	47
" "	Evidence.	33	"	69	53	29	42	J. R. Smith.	38	46
Prof. E. Merwin.	Equity and Equity Pleading.	53	"	69	60	49	50	A. H. Wellman.	62	36
M. M. Bigelow, Esq.	Torts.	50	Junior.	74	77	60	72	S. C. Bennett.	68	62
" "	Bills and Notes.	36	Middle.	31	46	27	37	Homer Albers.	42	35
Frank Goodwin, Esq.	Real Property.	82	"	31	41	24	30	A. H. Wellman.	63	29
James Schouler, Esq.	Bailments.	23	"	31	46	33	41	.....	None.	R.
U. H. Crocker, Esq.	Massachusetts Conveyancing.	12	"	31	28	10	18	.....	"	E.
Judge B. R. Curtis.	Jurisdiction of U. S. Courts.	10	Senior.	69	51	33	41	.....	"	E.
J. H. Benton, Jr., Esq.	Law of Railroads.	12	"	69	50	37	45	.....	"	E.
C. F. Jenney.	Massachusetts Practice.	13	"	69	44	23	33	.....	"	E.
C. T. Russell, Esq.	Law of Elections.	6	"	69	31	23	28	.....	"	E.
S. C. Bennett, Esq.	Agency.	15	Junior.	74	76	57	71	.....	"	R.
G. R. Swasey, Esq.	Sales.	14	"	74	77	72	74	.....	"	R.

R denotes Required Courses, E denotes Elective Courses.

## SUMMARY.

Thirteen Lecturers; 472 Lectures. Eleven Required Courses. Six Instructors; 353 Recitations. Six Elective Courses.

## THE SCHOOL OF MEDICINE.

From the beginning, this School has sustained an important relation to American medical education. It was the first to introduce a number of new scholastic measures and methods, all of which were essential to the elimination of recognized evils in the system previously pursued. The direct and indirect influence of the School has been unexpectedly extensive and powerful. The evidences of this were never greater than to-day.

During the past year, as shown in the Dean's report, uncommon advances have been made in securing enlarged clinical advantages. The next great need is in the direction of endowed chairs of instruction. The amount of time and hard work which some members of the Faculty have given to the building up of this School, with no promise or expectation of pecuniary recompense, would surprise the public for whose benefit the service has been rendered. It is greatly to be hoped that those who are blessed with large means, and who appreciate public spirit and public needs, will remember this department of the University, and bestow upon it liberal gifts.

The following is the annual report of the Dean, I. Tisdale Talbot, M. D.:

#### CLASSIFICATION OF THE STUDENTS.

Graduate student, . . . . .	1
Third-year class, . . . . .	27
Second-year class, . . . . .	32
First-year class, . . . . .	41
Special, . . . . .	1
	<hr/>
	102

Men students, . . . . .	64
Women students, . . . . .	38
Graduated as Doctor of Medicine, . . . . .	27
Graduated as Bachelor of Surgery, . . . . .	2
Men graduates, . . . . .	22
Women graduates, . . . . .	7

Average age of graduates, 26 years 4 months.

The average age of the men graduating was twenty-five years, while that of the women was with one exception two years more.

The graduates were from :

Massachusetts, . . . . .	12
Maine, . . . . .	5
New Hampshire, . . . . .	2
Vermont, . . . . .	4

Connecticut, Tennessee, Dakota, Bermuda, England and Austria, one each.

The character of the graduates was excellent and their professional attainments were of a high order. The number of Alumni now exceeds five hundred, and their success in practice has been noteworthy. Although it is but sixteen years since the first diplomas of this School were issued, yet many of the graduates already occupy distinguished positions both in this and foreign countries. Several are successfully following their profession as missionaries.

The greater length of time, and the necessary increase of expense attending it, naturally limits the number of students, but the thorough curriculum attracts students of good quality.



The last year has been one of unusual prosperity to the School in several ways. From the opening of the School it has been the earnest effort of the Faculty to give to its students all the clinical advantages at their command, and the basement of the building has been largely devoted to the purposes of a free Dispensary. Although poorly constructed for such a purpose the rooms have been thronged with patients, frequently numbering from 100 to 150 persons, with various forms of disease. No less than 15,000 patients and 40,000 prescriptions have been gratuitously provided by this Dispensary, and the students have derived great advantage therefrom. But the confined quarters, the ill ventilation and poor light have been serious drawbacks to the full development of the advantages of this institution, alike to the patients and to the students. An effort was made the preceding year to improve this condition, and by earnest effort on the part of the friends of the Dispensary the city granted a tract of land at the corner of Harrison Avenue and Stoughton Street, in the immediate vicinity of the Medical School, as a site for a new Dispensary building; \$40,000 have already been subscribed for the erection of a suitable building, which when completed will cost at least \$100,000. The plans and elevation accompany this report, and should the structure be finished in accordance with these, it will be one of the finest and most complete dispensaries in this country. Already the foundations are completed, and more money will be needed before the contracts are arranged. In addition to the Dispensary work a Maternity, capable of providing for some fifty patients, will be connected therewith. The advantages of these institutions for clinical instruction are of the greatest importance to the School of Medicine.

The Massachusetts Homœopathic Hospital has also received in the past year assistance of the most important character. Application was made for aid from the State for the erection of additional buildings, and so well convinced were the Legislature of the good work this institution was doing that they granted the sum of \$120,000 for this purpose. This will enable the Hospital to erect two large buildings in addition to its present structure, which when completed will provide about two hundred beds. Already the foundations are being laid and it is hoped that before another year the School will be deriving advantage in greater measure from this institution. Hardly had the grant from the State been consummated when the Hospital received from the estate of the late Mrs. Moering of Cambridge a legacy which will probably exceed \$150,000, and which will do much toward defraying the expenses of the Hospital. Such assistance is not the result of mere accident, but is the result of efficient and successful work extending over a period of years, and the

friends of these institutions feel encouraged to believe that the gifts which have been thus freely bestowed will be continued as necessity may require.

#### IMPROVEMENT IN MEDICAL EDUCATION.

When this School was established in 1873, medical education in the United States was at a very low ebb. The medical degree was obtained from schools of high repute after attendance upon two courses of lectures which were seldom of more than five months' duration, and sometimes of only three. Ten months, or possibly only six, in which the student was to be told the whole science and art of medicine! The Faculty of this School at the outset determined that its curriculum should be far more extensive and thorough. A graded course of three years was arranged, and a Summer course, optional, soon followed. The success of this after the first three years induced the Faculty to lengthen the school-year to eight months, and to make the three years of attendance compulsory. In 1882, this School, the first in America, arranged a course of four years; and the success of both these experiments has encouraged other medical schools to follow in our footsteps. Upwards of thirty Medical Colleges in the country have now adopted the three years' graded course, and the time is close at hand when all will require this as the minimum. It is not, however, an easy matter to maintain a three years' and a four-years' course in the same school; and the experience of our instructors has clearly shown that the greatest difficulty lies in the difference of qualifications in students on entering the School, —differences so great, that no effort on the part of the Faculty could equalize them. Some of the students were graduates of colleges who, having spent years in study and mental training, had already become well acquainted with those branches of science essential to a thorough knowledge of medicine. Others entered upon medical study but illy prepared, and quite incapable of pursuing their studies to advantage. It required at least a year for this latter class to reach a point that they could understand instruction for which the former were well fitted. A grade of instruction between these two extremes was an injustice to both. It wasted the time of those best fitted, and was not understood by those poorly prepared. To meet this difficulty, after careful consideration and discussion by the Faculty, it has been determined that these differences of qualification should be recognized in students on entering the school, and that the first year of study should embrace those branches which are essential to the successful prosecution and completion of the more advanced branches of medical science. Thus, the

requirements of the first year should include a good knowledge of English studies; sufficient of Latin to enable the student to read easy prose, and to have a fair comprehension of scientific terms and formulæ; a good knowledge of elementary physics; a specified amount of biology and physiology, general chemistry and botany. These branches may be studied in College, University, high school, or under private instruction; but the student will be required to pass a satisfactory examination in all of these before entering upon the studies of the second year. Many of these studies can without doubt be more thoroughly taught in connection with a medical school, and in association with other branches towards which they tend, and one such year of instruction would go far towards equalizing the relative position of students who have been thus instructed and those who during the collegiate course have acquired knowledge on these various points. After this, three additional full years of medical study will be required; and in many cases, as now, post-graduate study will be sought by those who have both means and disposition to attain a high degree of medical knowledge. It was at first proposed to enter upon this course in the Autumn of '91; but the plan has met with such favor on the part of students and preceptors alike, that already a class of eight have entered for the preliminary or first year, beginning in October, 1890. If instead of the proposed plan of shortening the collegiate term from four to three years, students could have additional electives tending directly toward their subsequent requirements in medicine, the first year's work could be made still more extensive; and with greater preparation on entering upon the second year, the remaining three years could be made still more effective, and the graduate attain a higher degree of medical knowledge. At the last meeting of the American Institute of Homeopathy, its Intercollegiate Committee, which represents thirteen Colleges, unanimously accepted the plan above proposed, and agreed upon its adoption in 1892, which proposal was unanimously endorsed by the Institute, a body representing no less than 10,000 physicians in the United States.

### THE FUTURE OF THIS SCHOOL.

In initiating a change so radical as the one now adopted, the Faculty cannot but feel some degree of solicitude as to its effect upon the welfare of the School. They have no doubt that it is a great advance in the system of medical education, yet it needs the warm endorsement of the profession and of the friends of the Institution. As this School has from its beginning been a leader in the methods of medical instruction, and has pursued a course towards which the great majority of Medical Col-

leges in this country are tending, so now the Faculty are convinced that this plan for the better instruction in the elementary branches of medical science will be accepted by the leading minds in the medical profession. Yet, a medical school conducted on the broad and thorough plan which has been adopted incurs great expense, and should have an income far beyond that obtainable from mere tuition fees. A fund of at least a million dollars would hardly suffice to carry out to the fullest extent the requirements of the various departments. More than half this sum has been secured for its clinical adjuncts—Dispensary and Hospital. Is there any way in which munificent legacies could confer greater physical benefits upon the whole people than by using them to make provision for the more thorough instruction of its physicians?

### THE SCHOOL OF ALL SCIENCES.

The establishment of the two Jacob Sleeper Fellowships during the year, gave new possibilities to graduate work in connection with this University. The unanimous action of the Corporation in establishing and regulating these, is given in full in the last Year Book, pp. 176, 177.

Perhaps the most important new administration work of the year, in this School, was the revision and enlargement of the circular entitled, "Recommended Subjects and Treatises." Upon this much labor was expended, and with very satisfactory result. The number of subjects was increased from fourteen to thirty-six.

The number of new matriculants was twenty-five, with the seventy-five previously matriculated; the total membership of the School was one hundred.

In June, four were promoted to the degree of Master of Arts, and four to that of Doctor of Philosophy. Their names and collegiate antecedents will be given in the forthcoming issue of the University Year Book.

## THE REGISTRATIONS OF THE YEAR.

The whole number of students in all departments was nine hundred and twenty-eight. Their classification is presented in the following table :—

	Men.	Women.	Total.
College of Liberal Arts, . . .	124	168	292
College of Music, . . . .	9	14	23
College of Agriculture, . . .	133	—	133
School of Theology, . . . .	131	5	136
School of Law, . . . . .	172	7	179
School of Medicine, . . . .	62	40	102
School of All Sciences, . . .	78	22	100
Sum by Departments, . . .	<u>709</u>	<u>256</u>	<u>965</u>
Counted twice, . . . . .			37
Total, . . . . .			<u>928</u>

They came from twenty foreign countries, and from thirty-five States and territories of the United States.

The annual totals since 1880 show a very gratifying advance. They stand as follows :

In 1880-81 . . . . .	507
In 1881-82 . . . . .	555
In 1882-83 . . . . .	602
In 1883-84 . . . . .	614
In 1884-85 . . . . .	620
In 1885-86 . . . . .	710
In 1886-87 . . . . .	769
In 1887-88 . . . . .	775
In 1888-89 . . . . .	875
In 1889-90 . . . . .	928

## THE PROMOTIONS OF THE YEAR.

At the Annual Commencement in June last, one



hundred and sixty-eight were promoted to membership in the University Convocation, to wit :

With the Degree of	Men.	Women.	Total.
Bachelor of Arts, . . . . .	16	16	32
Bachelor of Philosophy, . . . . .	—	4	4
Bachelor of Science, . . . . .	19	—	19
Bachelor of Theology, . . . . .	17	—	17
Bachelor of Laws, . . . . .	52	—	52
Bachelor of Surgery, . . . . .	2	—	2
Doctor of Medicine, . . . . .	20	7	27
Master of Arts, . . . . .	2	2	4
Doctor of Philosophy, . . . . .	4	—	4
With Diploma Certificates.			
In School of Theology, . . . . .	7	—	7
Total, . . . . .	139	29	168

This was nineteen more than the preceding year.

The Commencement speakers and themes were as follows :

William Morrison Crawford, Cand. A. B., The Single Tax Theory.  
Charles Alexander Eastman, Sc. B., Cand. M. D., Comparative History of the Art of Healing.

Francis Henry Wallace, A. B., Cand. S. T. B., Progressive Churchmanship.

Wilton Lincoln Currier, A. B., Cand. LL. B., Characteristics of the Law.

Joseph Maria Herrero, Cand. Sc. B., A Question of the Day.

Sarah Matilda Hobson, Ph. B., Cand. M. B., An Inheritance.

Mary Melinda Kingsbury, Cand. A. B., The Nation's Safeguard.

Joseph Patrick Lyons, Cand. LL. B., Ethics of the Present Divorce System.

Oliver Huckel, A. B., Cand. S. T. B., The Dead Book.

It may be worthy of mention that the second speaker was a full-blood Sioux Indian ; the fifth, a Cuban Spaniard.

In December the Corporation adopted the following vote :

That this Board establish five Honorary University Fellowships, to be filled, in part or whole, from year to year, by the Trustees, on nomination of the University Council, seconded by the Faculty of that department of the University to which the candidate most naturally belongs. No stipend shall accompany the appointment. Candidates may be selected from among former students of every department of the University. Other persons shall also be eligible, but no one can become a candidate unless known to the Council and nominating Faculty as a scholar of rare attainments and powers, and as capable of rendering to the University a valuable service.

### THE FINANCES.

The Annual Report of the Treasurer showed that at the close of the fiscal year, August 31, 1890, the assets of the University were as follows :

Real estate above incumbrance, . . . .	\$1,157,938.36
Stocks, bonds, etc. . . . .	216,663.00
Notes receivable, mortgages, etc. . . .	44,916.09
Sundries, . . . . .	43,068.08
Total, . . . . .	<u>1,462,585.53</u>
The liabilities at the same date were . .	3,363.70
Leaving the excess of assets over liabilities, \$1,459,221.53	

This was an increase over the excess of the preceding year.

The burning of the Webster Building, on Summer Street, in January, together with the vexatious delays occasioned by strikes during the rebuilding, have occasioned loss ; but the property is now fully rebuilt and greatly improved. The income from its rent will be greater hereafter than it was before the fire.

## GIFTS, BEQUESTS AND SUBSCRIPTIONS.

The generosity of friends has manifested itself in the following gifts and bequests' received during the year :

From E. T. Loring, Esq., bequest for Hom. Hospital, .	\$10,000.00
“ Edwin Ray, Esq., bequest, unrestricted, . . .	9,978.66
“ Friend, per J. A. Story, for beneficiary, . . .	200.00
“ Edward H. Dunn, Esq., . . . . .	150.00
“ W. A. Alexander, Esq., . . . . .	100.00
“ Mass. Society for U. E. W., . . . . .	100.00
“ I. N. T. and W. H. R., unrestricted, . . . . .	80.00
“ Haverhill St. Church, Lawrence, Loan Fund, .	50.00
“ St. John's Church, Dover, N. H., Loan Fund, .	22.25
“ Trinity Church, East Cambridge, Loan Fund, .	19.00
“ Rev. F. K. Stratton, Loan Fund, . . . . .	5.00
<hr/>	
Total, . . . . .	\$20,704.91

Also in the following subscriptions toward the equipment of the new Astronomical Observatory :

## FOR TELESCOPE.

James A. Woolson, Esq., . . . . . \$1,000.00

## TOWARD GENERAL EQUIPMENT.

James F. Almy, Esq., . . . . .	\$100.00
Hon. Joseph H. Chadwick, . . . . .	100.00
Hon. Edward H. Dunn, . . . . .	100.00
Oliver H. Durrell, Esq., . . . . .	100.00
William O. Grover, Esq., . . . . .	100.00
Hon. Henry O. Houghton, . . . . .	100.00
Hon. Luman T. Jefts, . . . . .	100.00
Edwin H. Johnson, Esq., . . . . .	100.00
Hon. Alden Speare, . . . . .	100.00
Joseph B. Thomas, Jun., . . . . .	100.00
<hr/>	
Total, . . . . .	\$2,000

Other welcome donations were the following : From Hon. J. H. Chadwick, one hundred Psalters, for use in

the Chapel of the Hall of Theology; from Mr. and Mrs. J. F. Almy, handsomely-framed engravings of Raphael's "School of Athens," and Da Vinci's "Last Supper," selected in Europe; from Professor J. B. Coit, a choice levelling instrument, also selected in Europe; from Mrs. D. P. Kimball, a large framed photograph of the "Piazza of St. Peter's;" from Mrs. M. B. Claflin, a large framed photograph of "The Colosseum." From various persons and institutions a large number of books and pamphlets, elsewhere acknowledged, were also gratefully received.

#### SUGGESTIONS TO FRIENDS CONTEMPLATING BENEFACTIONS.

Gifts and bequests may be made effective for the promotion of Christian education in this institution in any of the following modes:

1. The annual gift of one hundred dollars will secure free tuition to some eager and worthy collegiate student who otherwise would not be able to undertake the acquisition of a liberal education. The same sum suffices to pay the board of a student for one school year in our School of Theology. Many who now through poverty cannot come, would do so if furnished this small amount of assistance. Moreover, in later years, they would in many cases return such gifts for the help of others, and so renew and perpetuate the beneficence indefinitely.

2. Permanently endowed Scholarships accomplish the same ends for all time. We have a number, but need more in every department. Under our statutes these scholarships are of three classes, called first class, second class, or third class, according as their endow-

ment is three thousand, two thousand, or one thousand dollars. One such scholarship in the College of Liberal Arts educates one student every four years, twenty-five every century, and through these, thousands of others.

3. The latest results in scientific, historic and other investigation cannot be known without access to the latest books and periodicals. That each of our departmental Libraries should be annually replenished is therefore an indispensable necessity. For this purpose in each department, we need several hundred dollars every year, or endowments yielding that amount.

4. A Fellowship or a Lectureship in any department may be permanently endowed by a gift of \$10,000. The donor's name will be given thereto, or that of any cherished friend whom the donor may wish to keep in lasting remembrance. For the training and utilizing of the highest scholars these foundations are of incalculable importance. As yet, we have but two. Who will add to this number?

5. The powers of one of the most gifted and best educated of men may be perpetually employed in teaching, on the donor's behalf and in his name, the best things pertaining to the life which now is, and to that which is to come, merely for the interest of \$40,000 invested in a permanently-endowed Professorship. This creation may also bear the name of the donor, or that which may be dearer to him than his own. Many such professorships are yet needed in each of our various departments.

6. Friends desirous of aiding the University in a large way are asked to investigate the utility and



practicability of endowing an entire School or College, as, for example, the School of All Sciences, or School of Medicine, or College of Music. No sum likely to be available for such a purpose would be too large for judicious use in connection with any one of these departments.

7. Immediate and urgent needs in connection with the College of Liberal Arts are the following: More funds for instructors, that too large classes and sections of classes may be further divided; endowment for a chair of instruction in the English Bible; a fund for the increase of the library and the pay of a permanent librarian; grounds and appliances for out-of-door recreation.

The President will be pleased to give information or counsel concerning any of the above necessities.

WILLIAM F. WARREN.

BOSTON, January 12, 1891.



Boston University.

---

PRESIDENT'S  
ANNUAL REPORT

PRESENTED JANUARY 14, 1892.

---

BOSTON:  
UNIVERSITY OFFICES, 12 SOMERSET STREET.  
1892.

PRESS OF  
CARL H. HEINTZEMANN,  
234 CONGRESS ST., BOSTON.

## CONTENTS.

	PAGE
OXFORD AND CAMBRIDGE IN NEW ENGLAND . . . . .	5
AN AUSPICIOUS DEFEAT . . . . .	10
A REAL REFORM . . . . .	13
A TRANSATLANTIC FRIEND . . . . .	15
THE UNIVERSITY CORPORATION . . . . .	17
THE UNIVERSITY COUNCIL . . . . .	19
THE UNIVERSITY SENATE . . . . .	20
THE UNIVERSITY CONVOCATION . . . . .	23
THE COLLEGE OF LIBERAL ARTS . . . . .	24
THE COLLEGE OF MUSIC . . . . .	40
THE COLLEGE OF AGRICULTURE . . . . .	41
THE SCHOOL OF THEOLOGY . . . . .	43
THE SCHOOL OF LAW . . . . .	49
THE SCHOOL OF MEDICINE . . . . .	55
THE SCHOOL OF ALL SCIENCES . . . . .	61
THE UNIVERSITY REGISTRATIONS . . . . .	62
THE UNIVERSITY PROMOTIONS . . . . .	63
THE UNIVERSITY FINANCES . . . . .	64
GIFTS, BEQUESTS, AND SUBSCRIPTIONS . . . . .	65
PRESENT NEEDS . . . . .	66
INDEX . . . . .	69





## SEVENTEENTH ANNUAL REPORT OF THE PRESIDENT OF BOSTON UNIVERSITY.

---

*To the Honorable and Reverend,*

*The Trustees of Boston University:*

The President of the University has the honor to submit his Annual Report for the year ending September 14, 1891.

### CAMBRIDGE AND OXFORD IN THE LIFE OF NEW ENGLAND.

By means of the great religious movement called Puritanism, the English University of Cambridge shaped for nearly two hundred years the intellectual and spiritual life of New England. Emmanuel College, the one in which John Harvard, Thomas Hooker, John Cotton, and many of the early New England leaders were educated, was founded for the express purpose of providing a nursery for the propagation of Puritan principles. Never were the hopes of founders more fruitfully fulfilled. The New World, then just opening, furnished a field of unimagined extent, with motives and social forces and ranges of opportunity which even yet are a marvel. By founding a new England beyond the sea, and planting a new Emmanuel College in a new Cambridge, English Puritanism was enabled to transcend itself, to exchange the attitude of a struggling ecclesiastical party for that of an Established Church. It gained the opportunity to originate a new social order, and to impress itself upon

a new age built upon new and democratic principles. The initial and fundamental covenant out of which grew the chief of all the New England colonies — that of Massachusetts Bay — was formulated and signed in ancient Cambridge. In fact, in American Puritanism, with its social, civil and religious results, may be seen the high-water mark of the intellectual and spiritual influences which in the whole course of history have thus far proceeded from the banks of the Cam.

A little more than a hundred years after the founding of New England, Oxford for the first time began to make herself felt in Massachusetts and her sister colonies. By means of the great religious movement called Methodism, this oldest of the English universities brought into action a new group of social forces which, partly supplementing and partly supplanting the older Puritan ones, have now for more than one hundred years maintained a clear ascendancy in the unfoldment and shaping of American national life in its spiritual aspects. In admitting to its pulpits and printing presses<sup>1</sup> and homes the Oxford-bred Wesleys and

---

<sup>1</sup> Few, even among antiquarians, are aware of the amount of Methodist literature printed in New England and the other colonies before the Revolution. As early as 1741, T. Fleet, "at the Heart and Crown, Cornhill," Boston, reprinted John Wesley's celebrated sermon on "Free Grace," and the same year it was also republished in Philadelphia, by Benjamin Franklin. Indeed, a year earlier, in 1740, Andrew and William Bradford of Philadelphia published a volume entitled, "Hymns and Sacred Poems, By John Wesley, A. M., Fellow of Lincoln College, Oxford, and Charles Wesley, A. M., student of Christ Church, Oxford." This was but one year after the recognized date of the beginning of English Methodism as an organized movement, and from that time onward, particularly along the line of Whitefield's itinerations, almost countless pamphlets for and against the new Oxford ideas were poured out by the colonial presses. In towns as small as Gloucester reprints of sermons by Wesley were made.

Whitefield and their spiritual children, New England and her sister colonies admitted a new leaven which gradually, and even rapidly, modified every existing church and state and school in the land.<sup>1</sup> A new type of Puritanism was developed—a complement of the old, one not less earnest and vital, but broader in view and more generous in sympathy. In 1784, Dr. Thomas Coke, another son of Oxford, organized in the just-born American Republic the Methodist Episcopal Church, an embodiment of this new improved religious spirit, and one that enjoys the double honor of being the oldest and the largest of all our national ecclesiastical organizations. The same year, in Maryland, he was instrumental in the founding of a Christian College modelled after the Oxford one in which he himself had been educated. Later this institution reproduced itself in Connecticut, and later still in Boston, and in more than two score other American communities. Last year it was one hundred years since this Church first established itself in New England, and in October, 1890, on four successive days, in great centennial conventions in Faneuil Hall and the People's Church, this

---

<sup>1</sup> The just now noted Presbyterian divine, Professor Charles A. Briggs of New York, has used the following language: "The Reformed faith and Evangelical religion were about to be extinguished when, in the providence of God, the Puritan vital and experimental religion was revived in Methodism, which devoted itself to Christian life, and so proved the saving element in modern British and American Christianity." — *Biblical Study*, New York, 1883, p. 134. Compare the words of Dr. Henry M. Dexter: "The Great Awakening had a twofold influence. It added from forty to fifty thousand members to the Churches of New England; struck a death-blow to the Half-Way Covenant and its introduction of unconverted men to the communion table, if not to the pulpit; gave a mighty impulse to Christian Education; reinvigorated Christian missions, and founded the Monthly Concert of Prayer for the conversion of the world." — *The Congregationalism of the last Three Hundred Years*, New York, 1880.

new accession from Oxford's life to the life of New England was worthily commemorated. The review of the century was full of inspiration. To every listener it became evident that the new personal and social ideals that had reached New England from the banks of the Isis included every excellence to be found in the older ones matured on the banks of the Cam; that in many ways they supplemented those earlier ideals, and gave them a completion and breadth, harmony of adjustment and beauty of manifestation, before unknown; that in the field of pædagogy, as truly as in that of theology, or of worship, or even of the fine arts, the new conceptions of God and Man had brought in a highly beneficent revolution.<sup>1</sup>

About fifty years ago a certain fresh influx of spiritual and intellectual life reached our New England shores from Coleridge and Wordsworth, both trained at Cambridge. The former, however, found his chief inspiration among German thinkers, the latter in the Lake country which he made historic. It is, therefore, altogether probable that as representatives of university influence, these Cantabrigians were more than offset by those contemporary and succeeding sons of Oxford who sent us the Christian Year of Keble, the sermons of Manning, and the controversial historical tractates of Newman, Pusey, and their associates. At any rate it cannot be questioned that among the forces now active in the bosom of the thriving Protestant Episcopal Church in New England, those born of the Anglo-Catholic revival at Oxford in the thirties are

---

<sup>1</sup> "Methodist and Pre-Methodist Principles of Education in New England." In *The Centennial of New England Methodism*. Crawford Bros., Boston. Pp. 155-174.



far more potent than any of equal recentness that have proceeded from Cambridge. Even in Orthodox Congregational and Baptist circles this Oxford movement tended to produce an improved historical sense, and among the Unitarians it was not without its influence in bringing about the memorable defection of Dr. F. D. Huntington, and his acceptance of a bishopric in Central New York. Still, when every allowance for these and other sporadic influences has been made, it still remains true that the supreme historic product of Cambridge in the field of world-history is and remains Puritanism. In like manner the supreme historic product of Oxford in the same field is and remains Methodism.

This last statement was strikingly illustrated less than a year ago. The centennial anniversary of the death of John Wesley, last February, called out a commemoration such as was never before paid to any son of Oxford or of Cambridge. In this grateful celebration his more than twenty millions of professed disciples were joined by quite as many more admirers bearing other names and belonging to other communions. It was an ovation in which the whole Protestant world seemed to be taking part, and in which the household voices were in danger of being lost in the vaster chorus of sympathetic friends and neighbors.

Boston University has ever taken a filial pride in her descent from ancient Oxford. In the "Chronological Notes" prefixed to her Historical Register, she has set forth with pious care the illustrious names which adorn her pedigree and make her life a prolongation of the intellectual and spiritual life of distant

ages. The heraldic motto of Oxford University was the text of the first Baccalaureate sermon ever delivered within our walls. In that discourse it was expressly declared, "Oxford University, more than any other, is the mother of our own."

Thus in New England as in Old, Oxford and Cambridge are still potent spiritual forces affecting in most real and permanent ways the social future. Here as there, the agreements and the contrasts of their respective influences — their generous co-operations and no less generous emulations — are a spectacle full of interest to the student of current history. In reality the gain of either factor is forevermore the gain of both.

#### AN AUSPICIOUS DEFEAT.

In last year's Annual Report, pp. 12-22, an extended account was given of the origin, history and state of the effort of the Faculty and Corporation of Harvard College to secure a cut-down of the ordinary college course for the degree of Bachelor of Arts from four years to three. At the time of the publication of the Report no one could foresee how the long debate which had been carried on through an entire quadrennium, would issue. All was to depend upon the final action of the Board of Overseers, the last of the three bodies entitled to vote upon the recommendations that had been formulated to bring about the revolution. Our account in the Annual Report, after pointing out the momentousness of the proposal, closed with this sentence: "To the last we must hope that the Overseers will unanimously reject any and every scheme which gives to the Harvard A. B. so exiguous and pitiful a significance."

This hope, happily, was not doomed to frustration. It was fulfilled with a definiteness and amplitude and emphasis surpassing the expectation of the most sanguine. Advocates and opponents alike were amazed to find that when, after four years of able and confident and wide-heralded advocacy the skillfully worded measure was at last put upon its passage, it received but a solitary affirmative vote. No event in recent years, if even in history, has brought to American educators so signal a sense of relief.

The following authorized report of the action of the Overseers gives completeness to our record of this important chapter in the history of American education. The date of the meeting was April 8, 1891.

The Board of Overseers then took action on the proposals of the Faculty for shortening the college course by passing upon the following recommendations of Messrs. Henry W. Putnam and Roger Wolcott, Committee of the Board:—

I. Voted, That the Board of Overseers does not concur with the Corporation in its approval of the first and second proposals of the College Faculty.

II. Voted, That the Board of Overseers concurs with the Corporation in its approval of the third proposal of the College Faculty, provided it be amended by striking out the words “the foregoing requirement of sixteen courses” and substituting therefor the words “the requirements for the degree of Bachelor of Arts,” so that it shall read as follows: “That when a student enters college there shall be placed to his credit towards satisfying the requirements for the degree of Bachelor of Arts (1) any advanced studies on which he has passed in his admission examination beyond the number required for admission, and (2) any other college studies which he has anticipated.”

III. Voted, That the Board of Overseers concurs with the Corporation in its approval of the fourth proposal of the College Faculty, “that a student may be recommended for the degree of Bachelor of Arts in the middle, as well as at the end of the academic year.”

IV. Voted, That the Board of Overseers recommends the modification

of the present regulations of the College Faculty in accordance with the following proposition :—

That a senior intending to enter the Medical School and to take the full four years' course therein, may, under proper supervision, include in the requirements for the degree of Bachelor of Arts, the courses of physiology and anatomy required in the first year of the Medical School, each of said courses to count as one full elective course.

V. Voted, That in the opinion of the Board of Overseers it is advisable that the Faculty facilitate the attainment of the degree of Bachelor of Arts, upon petition, in less time than four years, especially by those students intending to take professional or graduate courses of study, by any means which do not involve either a reduction in the number or difficulty of the courses required for the degree, or an undue hurrying of the students' work.

The board favored the first of the above propositions by 20 yeas to 1 nay. The second was unanimously adopted. The third was rejected by 9 yeas to 13 nays as follows :—

Yeas — President and treasurer of the University, Messrs. Putnam, F. C. Lowell, Hoar, Green, Wolcott, G. B. Shattuck, Rawle — 9.

Nays — Messrs. Lee, R. M. Morse, R. S. Peabody, Russell, Beaman, Hemenway, A. P. Peabody, Saltonstall, Wetmore, Bacon, Torrey, Sprague, Lincoln — 13.

The fourth recommendation was then rejected by 5 to 18, as follows :

Yeas — Messrs. Putnam, R. S. Peabody, Wolcott, G. B. Shattuck, Sprague — 5.

Nays — President and secretary of the University, Messrs. Coolidge, Lee, R. M. Morse, F. C. Lowell, Hoar, Russell, Green, Beaman, Hemenway, A. P. Peabody, Saltonstall, Wetmore, Beacon, Torrey, Lincoln, Rawle — 18.

The fifth recommendation was then rejected 5 to 18, as follows :—

Yeas — President and treasurer of the University, Messrs. Putnam, Wolcott, Shattuck — 5.

Nays — Coolidge, Lee, R. M. Morse, F. C. Lowell, Hoar, R. S. Peabody, Russell, Green, Beaman, Hemenway, A. P. Peabody, Saltonstall, Wetmore, Bacon, Torrey, Sprague, Lincoln, Rawle — 18.

In reviewing the attitude of our own University to the controversy above sketched there is room for no feelings but those of honest gratification. Through the whole of the long debate our Faculty of Liberal

Arts stood solidly opposed to the plan for reducing the requirements for the bachelorship in arts in American Colleges. In dignified and honorable ways its members gave expression to their judgment and occasionally at times when to many on-lookers they seemed to be champions of a lost cause. Each year the Annual Report of the University gave no uncertain sound. At no time has any concession been made that must now be regretted; at no time have we faltered as to what must be our own right course, whatever might be the mistakes of others. All the livelier is our satisfaction in reviewing the long and perilous debate.

### A REAL REFORM.

At the thirty-fifth Annual Meeting of the Association of Colleges in New England, held at Brown University, Nov. 5-6, 1891, it was voted that the memorandum printed below be transmitted to the various Faculties for their consideration and for action by this Association next year; also that the memorandum, with a statement of this reference of the same to the Faculties, be offered to the Press for publication.

### MEMORANDUM.

The Association of Colleges in New England, impressed with the real unity of interest and the need of mutual sympathy and help throughout the different grades of public education, invites the attention of the public to the following changes in the programme of New England grammar schools which it recommends for gradual adoption:—

I. The introduction of elementary natural history into the earlier years of the programme as a substantial subject, to be taught by demonstrations and practical exercises rather than from books.

II. The introduction of elementary physics into the later years of the programme as a substantial subject, to be taught by the experimental or laboratory method, and to include exact weighing and measuring by the pupils themselves.



III. The introduction of elementary algebra at an age not later than twelve years.

IV. The introduction of elementary plane geometry at an age not later than thirteen years.

V. The offering of opportunity to study French, or German, or Latin, or any two of these languages, from and after the age of ten years.

In order to make room in the programme for these new subjects the Association recommends that the time allotted to arithmetic, geography, and English grammar be reduced to whatever extent may be necessary.

The Associations make these recommendations in the interest of the public school system as a whole; but most of them are offered more particularly in the interest of those children whose education is not to be continued beyond the grammar school.

The reform here brought forward for consideration seems to the undersigned a most important one. Its effects upon popular education, as well as upon the higher, would be far reaching and beneficent. If undertaken as proposed, "gradually," it would present no impracticable features. It would call for certain text-books constructed upon new principles, and possibly for certain teachers not now in the market; but both would come naturally and quickly were once the plan adopted for gradual realization. In other nations no difficulty has been experienced in securing all that is here proposed, and at the ages here contemplated. It is greatly to be hoped that the administrators of our public schools will give the subject a most serious consideration.

As a means for reducing the average age of students entering upon post collegiate professional studies this new proposal is far superior to the defeated project of cutting down the college course from four years to three. The present writer is by no means certain that the majority of American college graduates are any older on graduation than it is best they should be, but



it is very clear that with four years of collegiate life they are none too advanced in scholarship or ripe in literary tastes or disciplined in philosophical and scientific activities, to stand before the world as representatives of the completed product of American institutions for the higher education. At the same time it is evident to about all who have studied the subject that in the average American grammar school an immense amount of time is wasted or worse than wasted, through misdirection of effort, or wrong methods. Whatever may be the fate of the above memorandum it can hardly fail to occasion a most wholesome resurvey of the condition and needs of our public instruction in its lower grades.

#### A TRANSATLANTIC FRIEND.

Shortly after the opening of Boston University, the artist, Miss Sarah Freeman Clarke, received from her friend, Madame Bodichon of England, two water-color pictures with the request that they be presented to such society or institution as was doing the most for educational advancement of women in America. Miss Clarke, by the counsel of friends, fixed upon this University as at that time offering the broadest opportunities to women through its collegiate and professional schools. The gift was gratefully acknowledged, and in connection with the acknowledgment a suggestion was hazarded that a likeness of so thoughtful a friend would be peculiarly prized could it willingly be given. Not long after the desired portrait came, and ever since, in our "Ladies' Study" in the College of Liberal Arts, beside the creation of the skilled hand,

there has hung the precious likeness of the noble head of Barbara Leigh-Smith Bodichon.

Last June this early friend closed her earthly career. She had ardent admirers on three continents. Educationist, artist, philanthropist, it is hard to tell in which character she was most eminent. In the first she founded and conducted year-long educational experiments in the interest of young pupils, and became one of the founders of Girton College, Cambridge, toward whose establishment she contributed a thousand pounds, and to which she now leaves a handsome legacy. As philanthropist she made her various homes in London, Algiers, and Sussex, centres of charitable and reformatory activity. The granddaughter of a trusted friend of Fox, Clarkson, and Wilberforce, the daughter of a public-spirited member of Parliament, she admirably perpetuated the traditions of her house. Her work among the poor and unprivileged was continued even after a partial paralysis had rendered her a suffering invalid.

As artist, her water-colors particularly won for her an enviable reputation. French critics styled her the "Rosa Bonheur of Landscape." Not a few of her paintings were exhibited at the Royal Academy and similar galleries. Her pictures of the Falls of Niagara attracted much attention and gave her a high place among the few who have succeeded in painting moving masses of water. She wrote and published much, and had her claims to distinction been less high and varied, she would have had no small reputation as contributor to current periodical literature.

In her social relationships she was highly favored

Among her surviving friends mention may be made of Mr. Gladstone, Lord Brassey, the Misses Cobden, Mr. Ruskin, Mr. and Mrs. Fawcett, Lady Stanley of Alderley, and many others; among the departed the Brownings, George Eliot, William and Mary Howitt, Rossetti, Adelaide Proctor, and such like. Her marriage to Dr. Eugene Bodichon was in 1857, and her first year of married life was spent in America. Her husband died at their home in Algiers, in 1885. It is said that it was through his influence with the French Government that slavery was abolished in Algeria. He was also the author of that most important sanitary measure, the covering of the Metidje plain with plantations of the anti-febrile *Eucalyptus globolus*, or Australian blue gum-tree. The hearty sympathy which united the two in all manner of philanthropic efforts was beautiful to behold.

#### THE CORPORATION.

In the last Annual Report mention was made of the election of Mrs. Elizabeth Sleeper Davis, daughter of the late Hon. Jacob Sleeper, as a Trustee of the University. Her service was destined to be short. In November word of her acceptance was received, in June the minute of respect for her memory was entered upon the records.

Some months before her election, Mrs. Davis had entered upon a leisurely journey around the world. She desired to inspect for herself the work of Christian missionaries in the most distant parts of the earth. She was permitted to carry out her purpose so far as Japan, China, India and the Holy Land were con-

cerned, and everywhere she bore cheer and precious gifts to the toilers in those distant fields. From Berlin she was called to cease from earthly cares and labors. To the Woman's Foreign Missionary Society, as her residuary legatee, she left several thousands of dollars.

A sunnier or more unselfish spirit has seldom if ever gladdened the earth.

Another loss befell the Board. Captain Joseph B. Thomas died January 13, 1891. A valuable biographical sketch may be found in the issue of the Boston Post for Jan. 14. The funeral address was given by Rev. W. R. Clark, S. T. D., Secretary of the Corporation, who also prepared the minute entered upon the records of the Corporation.

Mr. Thomas was a man of rare business sagacity and of untiring energy. He acquired in honorable methods a fortune several times greater than that of any of the three original founders of the University. His particularly friendly relations with two of these, Mr. Rich and Mr. Sleeper, his long occupancy of the position of a Trustee, his known kindness of heart to the unfortunate, his generosity to the church where he attended divine service, his liberality to the projectors of the Soldiers' Home, his integrity of character in all his relations with his fellowmen, are considerations which cause us to hope that some fitting memorial of his life and character may yet be entrusted by loving hands to the keeping of the institution of which he was an honored Trustee from its very beginning.

The following Trustees whose term of service had expired were re-elected at the annual meeting in January, to wit: Maj. Joseph H. Chadwick, Mrs. Mary B.

Claffin, Hon. H. O. Houghton, and Rev. Daniel Steele, S. T. D.

From the nominees of the Convocation the following were also elected, to wit: the Rev. John W. Hamilton, S. T. D., Class of '71, and His Excellency William E. Russell, Governor of the Commonwealth, Bachelor of Laws, Class of '79.

#### THE UNIVERSITY COUNCIL.

Under the editorship of the Council the eighteenth volume of the University Year Book was issued at the usual time. It included the fourth unaltered edition of the Baccalaureate Address of the preceding June, entitled "The Story of Gottlieb." This discourse has been twice translated into German, and once into Arabic. A fifth English edition, in separate form, and illustrated, has lately appeared.

On Sunday morning, April 12, 1891, Dr. Eben Tourjée, one of the original members of the Council, was called from earthly scenes. He was born of Huguenot ancestry in Warwick, R. I., June 1, 1834. The leading facts in his too short life, together with an excellent portrait, may be seen in "The Boston Musical Herald" for May, 1891.

As a man Dr. Tourjée was singularly genial and sunny. His own experience of poverty and limitation in early life gave him a lively sympathy with unprivileged and struggling humanity wherever found. The inspirations of the Christian life personally experienced, gave him a marvellous buoyancy and power of leadership. By his personal executive ability he created the largest and best equipped conservatory of music in the



world. His "Plea for Music in the Public Schools," circulated as a public document by the United States Bureau of Education at Washington, has probably done more for musical culture in and by means of American public schools than any other single influence. By his advocacy of the social "Praise Service" he greatly contributed to the enrichment of the traditional church life of New England and other parts of the country. Our city has never before lost a musician so widely honored and loved for character and for service.<sup>1</sup>

#### THE UNIVERSITY SENATE.

The membership of this body included forty-one. With these were associated ninety-five other officers, making the whole number of officers of instruction and government one hundred and thirty-six. This was eleven more than in any previous year.

On the twenty-seventh of March, 1891, the Senate suffered a serious loss in the death of the Honorable Elias Gilbert Merwin, Professor in the School of Law, and Lecturer on Equity Jurisprudence. He was a graduate of Wesleyan University, Class of '41, and was for many years one of the most valued members of our Faculty of Law. How deep and sincere was the esteem in which he was held by his professional associates was fittingly shown at the memorial meeting of the Bar, a condensed report of which is here placed on record.

---

<sup>1</sup> The writer's first meeting with Dr. Tourjée was in Berlin in 1864, at a musical entertainment given in his honor by the distinguished organist, Haupt. A description of the notable occasion was given in *Zion's Herald*, some three weeks later.



A meeting of members of the bar of the United States Circuit Court was held in the Circuit Court room Saturday noon, to take appropriate action in respect to their late fellow-associate, Mr. Elias Merwin.

Judge John Lowell presided, and in opening the meeting referred to Mr. Merwin's coming to Boston as the partner of Judge Benjamin R. Curtis, and to his honorable practice in the courts more than forty years.

Judge Lowell emphasized the clearness of statement and the finish of style characteristic of Mr. Merwin, of which, said he, few men were masters. His clearness, precision and method every lawyer associated with him was compelled to admire. He was a most admirable writer, a most upright and honorable lawyer and man. He took an old-fashioned pride in his profession, in which he was a representative of the old school.

Mr. Moorfield Story then presented the following resolutions :—

“ The Suffolk Bar desires to record its sense of the loss which the profession has sustained in the death of Elias Merwin.

“ While he was still a young man, his uncommon ability attracted the attention of the late Mr. Justice Curtis, who paid him the high compliment of making him his partner, and this favorable introduction to the bar was fully justified by his subsequent career.

“ He was a man of singularly vigorous mind and of a singularly quick and clear perception, which enabled him to master quickly a complicated case and to grasp strongly its essential points. He was a thoroughly equipped lawyer, whose knowledge was always at his command. He possessed in a remarkable degree the power of concise and lucid statement, and he had a rare command of well-chosen and vigorous English. His somewhat slender physique and his sensitive and retiring nature contrasted strikingly with the robustness of mental fibre and the intellectual courage in reaching and applying conclusions which were his distinguishing characteristics.

“Indirection, whether intellectual or moral, was to him impossible, and in the fierce struggle of professional life he bore himself so that no man ever doubted his absolute honor or felt for him any hostility. A certain impatience of prolixity and pettiness was natural to him, but its manifestation had in it nothing personal. He won by his life the respect and admiration of all who knew him, and his death, when he seemed to have before him many years of vigorous life, is a source of universal regret.”

After a brief eulogy by Mr. Storey the resolutions presented were seconded by Mr. Francis E. Brooks, and adopted by a rising vote. The action of the bar being conveyed to Judge Nelson, the court came in, and the resolution adopted was presented by District Attorney Allen. In the course of his remarks, he said:—

“Mr. Merwin was peculiarly approachable and cordial to his juniors in the profession, and ever ready with friendly advice and valuable instruction. He was singularly considerate in his dealings with young men, and his retiring disposition always led him to bring to the surface in others their best rather than to put forward his own superior wisdom. His reputation as a lecturer in equity and equity jurisprudence placed him in the front line of professors, and he proved himself an admirable successor of that eminent lawyer and judge, the late Dwight Foster.

“Mr. Merwin’s career was not so bustling and warlike. With skilled hands his bark was sailed over smoother seas, and though often in the midst of conflict was unwrecked and unscarred, and ever stately and imposing.

“There is, however, a deeper pathos in the untimely end of a life so full of realization and expectation. Mr. Merwin possessed that moral worth without which there is no true greatness. In the language which Chief Justice Shaw applied to his predecessor, he had gained that reputation which ‘consists in the deliberate and lasting approbation of the wise and good, and which, next to the smile of Heaven and the consciousness of rectitude, is the best reward of service.’”

The District Attorney then moved that the resolutions be spread upon the records, and it was so ordered.

## THE CONVOCATION.

The eighth annual meeting of the Convocation was the first to be held in Convocation Hall. The following officers were chosen for the year: Rev. James W. Bashford, Ph. D., First Vice-President; Melvin O. Adams, A. B., LL. B., Second Vice-President; Almena J. Baker, M. D.; John L. Bates, A. B., LL. B., Fourth Vice-President; and Rev. John H. Emerson, A. B., S. T. B., Secretary and Treasurer.

The result of the annual ballot for Trustee candidate to be proposed to the Trustees of the University was as follows: Rev. William I. Haven, A. B., S. T. B.; C. T. Gallagher, LL. B.; Herbert A. Chase, M. D.; and Alice Stone Blackwell, A. B.

The Convocation was then addressed by the following previously selected speakers, to wit: Rev. J. P. Kennedy, Class of '85; N. W. Emerson, M. D., Class of '81; Miss E. D. Hanscom, A. B., Class of '89.

The total list of the present members of the Convocation is given in the just published Historical Register of Boston University.

The Alpha Chapter of the Convocation maintained its customary meetings during the year.

In view of the fact that in the enumeration of Chapters in the Convocation the Law School alumni were by the age of their department entitled to the second place and to the second designation, the alumni of the College of Liberal Arts resigned the name Beta Chapter under which they first organized, and adopted in its place the term Epsilon Chapter. Under this title they procured legal incorporation and adopted statutes calculated to give increased efficiency to the body.

For academic and social purposes six meetings were held. One of these evenings was devoted to a discussion of the policy of the College of Liberal Arts with respect to Special Students. At other meetings papers introductory to discussions were read by Professor Bowne, Miss Martha Hoag of '69, Miss Kingsbury of '90, Miss Channing of '77, and Rev. Dr. Crawford of '78.

The nucleus of a College Library Fund was also donated at the last meeting of the year.

#### THE COLLEGE OF LIBERAL ARTS.

The Opening Day Address in this department was delivered by Professor Lindsay. It consisted of a thoughtful discussion of the just aims of the college student and the just responsibilities of the college corps of instruction. The lessons inculcated were most timely and judicious. The Address was printed in full in the University Beacon for October.

In the Faculty a few changes were made. Professor Buck having been given a year's furlough, Mr. William Cranston Lawton, Secretary of the American Institute of Archæology, was appointed Acting Professor of Greek for the year. His service was very satisfactory, and at its close he was appointed full Professor in Bowdoin College.

Professor Holmes having resigned the David Snow Professorship of Elocution and Oratory, Mr. Edward N. Kirby, A. B., Instructor for several years at the Harvard Divinity School, and originally a pupil of Dean Monroe, was appointed to the chair.

In place of Mr. Warren, who left to pursue advanced studies in philosophy in Europe, Mr. Edward D. Roe, A. M., graduate student and temporary instructor in Harvard University, was appointed Instructor in Mathematics.

The remainder of Mr. Warren's work was provided for by the employment of William C. Kitchin, Ph. D., as Instructor for the year.

Highly valued readings were given by Oliver Wendell Holmes and Edward Everett Hale ; lectures and lecture courses by Professor Richard G. Moulton, A. Melville Bell, Dr. R. E. Leighton, and others.

The new Astronomical Observatory became available the latter part of the year. Professor Coit, who, fortunately, on two previous occasions had had to do with the equipping of an observatory, was made Director, and his experience was of great value both to the Trustees and to the students. The telescope, presented by James A. Woolson, Esq., is one of admirable defining power. The mechanism of its mounting, like that of the dome, is of the latest and most approved pattern. For its purpose, namely, undergraduate class instruction, it leaves little to be desired.

The present year the public has been admitted in limited numbers on favorable evenings, and will continue to be. The most serious drawback to this effort to serve the city is the impossibility of opening the way to the Observatory without opening the whole Sleeper Hall Building with the annex over the Law School on Ashburton Place. Properly to light and guard such long corridors and stairways and adjacent

apartments by night is not easy without unwarrantable expense.

For the purpose of illustrating lectures on art, archæology, etc., a large stereopticon was purchased for use in Sleeper Hall. The ample screen, being raised when in use from a roller fixed beneath the platform, is at other times out of sight and safely closeted from dust and wind.

A campus of about two acres for open air games was hired by the Trustees in the spring, and was highly appreciated by the students. A brief description may be seen in the University Beacon for April, 1891.

The number of students in attendance was three hundred and twenty-six — thirty-four more than in any previous year. Their classification was as follows:—

	MEN.	WOMEN.	TOTAL.
Graduate students . . . . .	14	1	15
Seniors . . . . .	17	32	49
Juniors . . . . .	11	33	44
Sophomores . . . . .	28	34	62
Freshmen . . . . .	26	52	78
Special . . . . .	12	55	67
Unclassified . . . . .	10	1	11
	<hr/>	<hr/>	<hr/>
Total . . . . .	118	208	326

The “unclassified” division was first introduced during the year. It includes non-graduate members of the Professional Schools taking special studies in the College. To it may also be assigned, by vote of the Faculty, students in the regular classes on failure to maintain rank with their respective classes.

In the Spring new and more exacting regulations were adopted relative to Special students, the beneficial effect of which is already apparent.



Seven students from other colleges were admitted to our undergraduate classes, namely: four to the Senior class, two to the Sophomore, and one to the Freshman.

Scholarships to the aggregate amount of \$10,600 were granted to over one hundred worthy beneficiaries.

The growth of the College during the past decade is shown in the following table:—

#### WHOLE NUMBER OF STUDENTS.

In 1881-82 . . . . .	97
In 1882-83 . . . . .	101
In 1883-84 . . . . .	144
In 1884-85 . . . . .	166
In 1885-86 . . . . .	164
In 1886-87 . . . . .	181
In 1887-88 . . . . .	207
In 1888-89 . . . . .	277
In 1889-90 . . . . .	292
In 1890-91 . . . . .	326

Here is an increase of more than three hundred per cent in ten years. The final total would set up two colleges as strong as was this in 1885-86, or three stronger than was this in 1881-82. It is greatly to be desired that means may be found to organize a second College of Liberal Arts within the next five years.

The following table, compiled by Dean Huntington, gives not all the courses of instruction taken by members of the College, but all courses given to college classes at the Sleeper Hall Building, the Massachusetts Institute of Technology, and the Boston Society of Natural History Building. For further statements the reader is referred to the University Year Book, Vol. XVIII, pp. 60-80.



Prof. W. C. Lawton.	XV. Xenophon's Memorabilia.	F.	4	.....	.....	2	54	4	.....	.....	60
"	XVI. Homer's Odyssey.	W.	3	.....	.....	2	52	4	.....	.....	58
"	XVII. Herodotus; 60.	S.	2½	.....	.....	.....	49	.....	I	.....	52
"	XVIII. Select Orations of Lysias.	F.	2	6	.....	52	.....	.....	.....	.....	58
"	XIX. Euripides' Medea.	W.	2	.....	.....	40	.....	.....	I	.....	41
"	XX. Euripides' Medea (completed).	S.	2	.....	.....	36	.....	.....	.....	.....	36
"	XX. Apology of Plato.	F.	2	14	28	.....	.....	.....	.....	.....	42
"	XXI. Lyric Poets: Selections.	W.	2	3	11	.....	.....	.....	.....	.....	14
"	XXII. Æschylus' Persians.	S.	2	1	8	.....	.....	.....	.....	.....	9
"	XXIII. Greek Syntax.	S.	2	9	3	.....	.....	.....	.....	.....	12
Prof. T. B. Lindsay.	XXIV. Latin Grammar as related to the Science of Languages.	F.	1	.....	.....	1	65	17	.....	.....	83
Prof. T. B. Lindsay and Prof. M. L. Perrin.	XXV. Livy; Prose Composition, Lectures.	F.	4	.....	.....	1	68	19	.....	.....	88
"	XXVI. Horace: Satires and Epistles.	F.	2	1	.....	52	7	8	.....	.....	68
Prof. T. B. Lindsay.	XXVII. Latin Prose: Pronunciation, Quantity.	F.	2	4	32	3	.....	7	.....	.....	46
"	XXVIII. History of Latin Literature.	F.	2	24	.....	.....	.....	1	.....	.....	25
"	XXIX. Readings from Plautus and Terence.	F.	1	1	11	1	.....	1	I	.....	15
Prof. T. B. Lindsay and Prof. M. L. Perrin.	XXX. Horace: Odes and Epodes.	W.	3	.....	.....	.....	69	20	.....	.....	89
Prof. T. B. Lindsay.	XXXI. Latin Grammar.	W.	1	.....	.....	1	69	15	.....	.....	85
"	XXXII. Juvenal.	W.	2	.....	.....	38	4	9	.....	.....	51

INSTRUCTOR.	COURSES.	Term.	Hours per Week.	STUDENTS.									
				Senior.	Junior.	Sophomore.	Freshmen.	Special.	All Sciences.	Theology.	Law.	Total.	
Prof. T. B. Lindsay.	LANGUAGES, LITERATURES, AND CIVILIZATIONS OF ANCIENT GREECE AND ROME — <i>Continued.</i>												
	XXXIII. Latin Prose.	W.	2	4	24	3	...	4	...	...	...	...	35
	XXXIV. History of Latin Literature: Augustan Authors.	W.	2	24	...	...	...	1	...	...	...	...	25
	XXXV. Readings from Plautus.	W.	1	...	8	...	...	1	1	...	...	...	10
	XXXVI. Horace: Ars Poetica.	S.	2	...	...	1	69	15	1	...	...	...	86
	XXXVII. Latin Grammar.	S.	1	...	...	1	67	15	...	...	...	...	83
	XXXVIII. Tacitus: Agricola and Germania.	S.	2	...	...	32	2	5	...	...	...	...	39
	XXXVIIIa. Latin Composition.	S.	2	2	12	...	...	1	1	...	...	...	15
	XXXIX. History of Latin Literature: Post-Augustan Authors.	S.	2	26	...	...	...	...	...	...	...	...	26
	XL. Readings from Terence.	S.	1	9	16	...	...	2	1	...	...	...	28

ENGLISH LANGUAGE, LITERATURE AND HISTORY.												
Dean Huntington.		S.	2	2	4	32	....	17	....	....	....	55
Prof. M. L. Perrin.		F.	2	12	10	....	....	2	....	....	....	24
"		W.	2	8	8	....	....	2	....	....	....	18
"		S.	2	9	9	....	....	....	....	....	....	18
Prof. D. Dorchester, Jr.		W.	2	....	....	57	3	18	....	....	....	78
"		S.	2	....	....	55	3	14	....	....	....	72
"		W.	2	5	45	4	19	1	....	....	....	74
"		S.	2	2	41	4	....	12	1	....	....	60
"		F.	2	39	1	....	....	10	1	....	....	51
"		W.	2	34	....	....	....	6	1	....	....	41
"		S.	2	33	....	....	....	4	1	....	....	38
Dr. W. C. Kitchin.		W.	1	....	....	....	....	14	....	....	....	84
"		S.	1	....	....	....	....	63	9	....	....	72
Prof. D. Dorchester, Jr.		F.	3	....	....	57	3	29	....	....	....	89
"		F.	1	44	....	....	....	1	....	....	....	45
"		W.	1	43	....	....	....	1	....	....	....	44

INSTRUCTOR.	COURSES.	Term.	Hours per Week.	STUDENTS.								
				Senior.	Junior.	Sophomore.	Freshmen.	Special.	All Sciences.	Theology.	Law.	Total.
Dean Huntington.	LX. Mediaeval History: Myer's and Lectures.	F.	2	1	1	61	18	18	18	18	18	80
	LXI. History of France: Lectures, Topics.	S.	2	2	4	34	12	12	12	12	12	52
Prof. J. Geddes, Jr.	LXIII. Elements of the French Language.	S.	5	4	1	1	20	8	8	8	1	34
"	LXIV. Bôcher's Otto's Grammar and Reader.	W.	2	3	3	58	4	17	17	17	17	83
"	LXV. French Plays; Conversation.	S.	2	3	3	58	4	16	16	16	16	81
"	LXVI. Keetel's Analytical French Grammar; Modern Plays; Conversation.	F.	2	3	20	5	3	9	9	9	9	40



Prof. J. Geddes, Jr.	LXVII. Blouet; Class Book of French Composition; Conversation.	W.	2	2	13	4	6	.....	.....	.....	25
"	LXVIII. Conversation and Composition: Short Stories and Plays.	S.	2	4	10	3	.....	5	.....	.....	22
"	LXIX. Boileau, Molière, Corneille, Racine, Fénelon; Themes.	F.	2	8	.....	.....	.....	2	.....	.....	10
"	LXX. Histoire de France (Duruy); Voltaire, Lamartine.	W.	2	8	.....	.....	.....	2	.....	.....	10
"	LXXI. Balzac, Victor Hugo, Chateaubriand, A. Dumas.	S.	2	8	.....	.....	.....	3	.....	1	12
"	LXXII. Grandgent's Italian Grammar; De Amicis (Cuore).	F.	2	5	9	6	2	.....	.....	.....	25
"	LXXIII. Mussafia (Italienische Sprachlehre); Gozzi, Silvio Pellico.	W.	2	4	8	4	.....	1	.....	.....	17
"	LXXIV. Prose Composition; G. del Testa (Modern Plays); S. Farina (Novels).	S.	2	3	4	4	.....	1	.....	.....	12
"	LXXV. Dante (L' Inferno); Lectures.	F.	2	4	.....	.....	.....	1	.....	.....	5
"	LXXVI. Dante (Il Purgatorio); Lectures.	W.	2	1	.....	.....	.....	1	.....	.....	2
"	LXXVII. Dante (Il Paradiso); Lectures.	S.	2	2	.....	.....	.....	1	.....	.....	3

INSTRUCTOR.	COURSES.	Term.	Hours per Week.	STUDENTS.										
				Senior.	Junior.	Sophomore.	Freshmen.	Special.	All Sciences.	Theology.	Law.	Total.		
	LANGUAGES, LITERATURES AND HIS TORY OF MODERN CONTINENTAL EUROPE — <i>Continued.</i>													
Prof. J. Geddes, Jr.	LXXXI. Montsanto and Languellier's Spanish Grammar.	F.	2	10	.....	1	.....	2	.....	.....	.....	.....	.....	13
"	LXXXII. Grammar and Composition; Alargon, José Zorilla.	W.	2	4	.....	.....	.....	1	.....	.....	.....	.....	.....	5
"	LXXXIII. Prose ¶ Composition; Selec- tions from Cervantes.	S.	2	4	.....	.....	.....	1	.....	.....	.....	.....	.....	5
Prof. M. L. Perrin.	LXXXVII. Elementary German; Deut- sches Echo.	S.	5	8	1	4	73	20	.....	2	.....	.....	.....	108
"	LXXXVIII. Grammar and Echo.	F.	2	2	3	47	6	30	.....	.....	.....	.....	.....	88
"	LXXXIX. Grammar and Hochzeitsreise.	W.	2	2	3	38	6	23	.....	.....	.....	.....	.....	72
"	XC. German ¶ Composition; Im Zwiehlicht.	S.	2	2	4	47	3	15	.....	.....	.....	.....	.....	71

Prof. M. L. Perrin.	XCVIII. Stein's Exercises; William Tell, Braut von Messina.	F.	2	10	46	.....	17	.....	2	.....	75
"	XCIX. Stein's Exercises; Hermann and Dorothea, Jungfrau von Orleans.	F.	2	24	9	.....	17	.....	1	.....	51
"	C. Harris's Composition.	W.	2	2	18	.....	1	10	2	.....	33
"	CI. Faust.	W.	2	22	37	.....	.....	16	2	.....	77
"	CII. Grossmann's Literaturschichte.	S.	2	16	18	2	17	.....	.....	.....	53
"	CIII. Advanced course in Rapid Reading.	F.	2	7	1	.....	.....	1	.....	.....	10
"	CIII. Continued.	W.	2	10	1	.....	.....	1	.....	.....	13
"	CIII. Continued.	S.	2	11	2	1	.....	.....	.....	.....	14
PHILOSOPHY AND ETHICS.											
Prof. B. P. Bowne.	CIV. Psychology.	F.	5	3	54	.....	.....	8	10	.....	75
"	CV. Logic.	W.	5	8	53	.....	.....	7	11	.....	79
"	CVI. Theory of Knowledge.	S.	3	21	.....	.....	.....	2	10	.....	.....
"	CVII. Metaphysics.	W.	4	17	.....	.....	.....	1	10	.....	28
"	CVIII. Philosophy of Theism.	F.	4	42	.....	.....	.....	4	5	.....	51
Dean Huntington.	CIX. History of Ethical Thought: Lectures.	S.	5	.....	51	.....	.....	7	.....	.....	58
Prof. B. P. Bowne.	CX. Philosophy of Ethics.	F.	2	15	.....	.....	.....	1	2	.....	18
"	CXI. History of Philosophy.	S.	5	20	.....	.....	.....	.....	4	.....	24
HISTORY.											
Dean Buell.	CXII. The Life of Christ.	W.	3	.....	3	.....	.....	.....	.....	.....	3
Prof. H. C. Sheldon.	CXIII. History of Early Christianity.	F.	3	1	1	.....	.....	1	.....	.....	3

INSTRUCTOR.	COURSES.	Term.	Hours per Week.	STUDENTS.								
				Senior.	Junior.	Sophomore.	Freshmen.	Special.	All Sciences.	Theology,	Law.	Total.
Dean Huntington. Prof. H. C. Sheldon. Dean Huntington.	HISTORY — <i>Continued.</i> CXIV. Mediaeval and Modern History. CXV. Church History, from Constantine to the Reformation. CXXVI. Comparative Study of Constitutional Government: Wilson and Lectures.	W. W. F.	2 3 3	..... 1 21	..... 1 1	37 ..... .....	..... ..... .....	12 1 6	..... ..... .....	..... ..... 1	..... ..... .....	49 3 29
	ECONOMICS, LAW, AND SOCIAL SCIENCE. CXX. Political Economy: Walker and Lectures. CXXI. Roman Law. CXXII. Social Science.	W. S. S.	3 2 3	27 7 27	..... 14 .....	..... 2 .....	..... ..... .....	4 2 3	..... ..... .....	..... ..... .....	6 ..... 1	37 25 31
	Prof. D. Dorchester, Jr. Mr. George H. Fall. Prof. D. Dorchester, Jr.											

MATHEMATICS, PHYSICS AND ASTRONOMY.									
Prof. J. B. Coit.	CXXIII. Solid Geometry: Wells.	Sec. I. F.	4	1	.....	35	3	.....	39
" "	CXXIII. Solid Geometry: Wells.	Sec. II. W.	5	2	.....	36	1	.....	39
Mr. E. D. Roe, Jr.	CXXIV. Algebra: Bowser.	Sec. II. F.	4	1	.....	48	6	.....	55
" "	CXXIV. Algebra: Bowser.	Sec. I. W.	5	.....	2	22	1	.....	25
" "	CXXV. Plane Trigonometry: Wheeler.	S.	3	1	.....	60	7	.....	68
" "	CXXVI. Spherical Trigonometry: Wentworth.	F.	2	1	.....	60	3	.....	64
" "	CXXVII. Determinants and Theory of Equations.	W.	2	.....	15	.....	.....	.....	15
Prof. J. B. Coit.	CXXVIII. Analytical Geometry: Bowser.	F.	3	.....	16	.....	1	.....	17
" "	CXXIX. Calculus: Taylor.	W.	2	.....	9	.....	.....	.....	9
" "	CXXX. Calculus, continued.	S.	3	.....	6	.....	.....	.....	6
Prof. C. R. Cross.	CXXXVII. Physics: Lectures.	W. & S.	3	.....	71	.....	.....	.....	71
" "	CXXXVIII. Experimental Physics.	W. & S.	2	.....	8	.....	.....	.....	8
Prof. J. B. Coit.	CXLI. Surveying: Wentworth.	S.	2	.....	17	.....	.....	.....	17
" "	CXLII. Descriptive Astronomy: Young, Lectures.	W.	2	17	8	.....	2	.....	27
" "	CXLIII. Continuation of Course CXLI.; Lectures.	S.	2	17	8	.....	2	.....	27
" "	CXLIV. Mathematical Astronomy: Loomis, Lectures.	F. W. & S.	2	1	.....	.....	.....	.....	5

INSTRUCTOR.	COURSES.	Term.	Hours per Week.	STUDENTS.							
				Senior.	Junior.	Sophomore.	Freshmen.	Special.	All Sciences.	Theology.	Law.
											Total.
Prof. T. E. Pope.	CHEMISTRY, BIOLOGY AND GEOLOGY.										
	CXLVI. Chemistry: Lectures and Laboratory.	S.	5	8	18	.....	.....	5	.....	.....	31
Mr. B. H. Vleck.	CXLVII. Botany: Lectures, Microscope.	S.	2	.....	.....	.....	.....	.....	.....	.....	.....
Prof. A. Hyatt and Mr. B. H. Van Vleck.	CXLVIII. Zoölogy: Lectures, Microscope.	F. & W.	$\left. \begin{array}{l} 4 \\ 3 \end{array} \right\}$	.....	.....	.....	.....	.....	.....	.....	.....
	CXLIX. Physiology: Lectures.	S.	2	1	9	.....	1	7	.....	.....	18
Prof. W. H. Niles.	CL. Geology, Dynamic, Structural and Historical.	W.	4	1	25	1	1	14	.....	.....	42
Dean Huntington.	CLI. Lectures on Collegiate Life and Work.	F.	1	.....	.....	.....	73	.....	.....	.....	73
"	CLII. The Essentials of Christianity.	W.	4	38	.....	.....	.....	3	.....	.....	41
Miss. H. L. Blackwell.	CLIII. Physical Training; for the Young Women.	F. W. & S.	$\left. \begin{array}{l} 1 \\ 1 \end{array} \right\}$	.....	.....	20	40	.....	.....	.....	60
				.....	.....	.....	40	.....	.....	.....	40



Miss H. L. Blackwell.	CLIV. Advanced course in Calisthenics.	S.	5	7	36	....	....	....	....	....	48
Prof. D. Dorchester, Jr.	CLV. Art and the Fine Arts.	F.	2	2	42	5	....	26	1	....	76
Prof. E. N. Kirby.	CLVI. Vocal and Forensic Training.	F. W. & S.	2	{	....	64	....	11	....	....	75
				}	....	60	....	11	....	....	71
				{	....	56	....	9	....	....	65
				}	....	54	....	....	....	....	54
	CLVII. Advanced Forensics.	F. W. & S.	2	{	....	51	....	....	....	....	51
				}	....	50	....	....	....	....	50

## THE COLLEGE OF MUSIC.

From the first establishment of this College its work has been carried on in the buildings, and with the auxiliary appliances of the New England Conservatory of Music. As its founder and Dean was also founder and Director of the Conservatory the advantages of this arrangement were many and obvious. For several years past the Trustees of the Conservatory have by contract guaranteed the Trustees of the University against all danger of pecuniary loss by assuming the entire financial responsibility, as earlier the Dean had done. Under these circumstances it seemed wise to both Boards to enter into a new agreement last June, the terms of which are as follows:—

It is hereby mutually agreed and covenanted between the Trustees of Boston University, party of the first part, and the Trustees of the New England Conservatory of Music, party of the second, as follows, to wit:

First, The Trustees of the University agree at the close of the present scholastic year to transfer to the Trustees of the Conservatory of Music the work carried on since 1872 in the Boston University College of Music, and the Trustees of the Conservatory agree to accept the same and to carry it forward as a graduate department of the Conservatory with full and sole responsibility in every respect.

Second, The Trustees of the University agree that for the next four years, members of the graduate department of the Conservatory may be admitted to instruction in the College of Liberal Arts and to graduation upon the same terms and conditions as heretofore the members of the College of Music.

Third, The Trustees of the Conservatory agree that no statement of these advantages in connection with the University shall be made in any circular or advertisement of the Conservatory without revision and approval by the President of Boston University,

Fourth, It is mutually agreed that this present agreement shall be a full and complete substitute for the agreement made and executed between the Trustees of the University and the Trustees of the Conservatory in the year 1882.

By this arrangement the University authorities enable a friendly related corporation to control in full what has been and is the natural completion of its own more elementary work. It still keeps open the way to University degrees in music in accordance with standards of the highest character and with free literary advantages of great value to candidates. It is hoped and believed that the new regime will prove a distinct gain to the cause of high and broad education in music and its related sciences. In any case the past is secure, and it will always redound to the honor of the University that in its very infancy it set and maintained a standard of attainment in this department of culture such as no existing American institution had set, and such as no future institution is likely to overpass. So high and strenuous were the requirements of this standard that thus far in the nineteen years of the College's life, notwithstanding it has had in its Faculty not a few masters of international fame, but twenty-one students have succeeded in winning the honor of a graduation, and of these but five have succeeded in gaining the Bachelor's degree.

The efforts now making for the adequate endowment of the New England Conservatory of Music are full of encouragement and deserve the sympathy of all friends of education.

#### THE COLLEGE OF AGRICULTURE.

In this department the attendance has steadily increased during the last quadrennium. The number of students year by year was as follows : —

1887-88 . . . . .	103
1888-89 . . . . .	125
1889-90 . . . . .	133
1890-91 . . . . .	160

Of the 160 last year one hundred and forty-two were from Massachusetts, the remainder from Vermont, New Hampshire, Rhode Island, Connecticut, Illinois, Texas, Brazil, Canada, Prince Edward Island, and Japan.

A striking proof of the growing appreciation manifested by graduates with respect to the advantages offered for post graduate work is presented in the following table which shows the number enrolled in the graduate department for the four years last past:—

1887-88 . . . . .	5
1888-89 . . . . .	10
1889-90 . . . . .	11
1890-91 . . . . .	16

The growth in the quadrennium is more than three hundred per cent.

Many of our graduates are filling important positions in the Agricultural Colleges and Experiment Stations of this country, and frequent calls are received for others to fill new places of trust and responsibility.

The Library has been gradually increased during the year, and now contains 10,600 volumes.

The departments of Veterinary Science and English, established last year, have proved very successful and popular with the students.

The laboratories of Zoölogy and Botany, opened last year, have been found exceedingly valuable to the departments to which they belong, and have caused

these to be much more interesting to the students than they were previously.

The Experiment Department of the College, embracing the Divisions of Agriculture, Horticulture, Entomology and Meteorology, is doing a work of great value to the College and also to the Commonwealth. The Bulletins which are issued quarterly are eagerly sought for by the farmers of the state, and each edition soon becomes exhausted.

We have received none of the appropriation made by Congress two years ago, but it will undoubtedly become available very soon, and will afford the means for development in several directions. By the will of the late Mr. T. O. H. P. Burnham of Boston, the College is to receive \$5000, which will prove a valuable addition to the available funds of the Institution.

There is every reason to believe that the College is growing in the esteem of the people of the Commonwealth, and that they realize more than ever before that they are being benefited both directly and indirectly, through its graduates and publications.

#### THE SCHOOL OF THEOLOGY.

The Opening Day address was delivered by Professor Mitchell; that on Matriculation Day by President J. W. Bashford, of the Ohio Wesleyan University. The two speakers were members of a single class, that of 1876.

Owing to impaired health Professor Townsend was granted a furlough until New Year's. His place was supplied during the absence by Dr. Daniel Steele.

The increase of the attendance in this School since 1886-87 has been as follows :

1886-87 . . . . .	75
1887-88 . . . . .	105
1888-89 . . . . .	117
1889-90 . . . . .	130
1890-91 . . . . .	141
1891-92 . . . . .	153

From which it appears that the school has more than doubled in the lustrum.

By a special contract with the Trustees of the General Theological Library, executed in December, this collection of over twenty thousand volumes, with its valuable reading room and facilities for quiet study, was made free to the Faculty and students of the School of Theology.

In the last Annual Report the statutes regulating the promotion of graduates to the degree of Doctor of Sacred Theology were given in full ; also an account of their formation. Early in the past year the Faculty devoted no little time to the preparation of a circular suggesting topics and treatises for accepted candidates and persons desiring to become such. Persons interested in the redemption of this degree from the discredit brought upon it by an indiscriminate honorary conferring of it by institutions that have not even a theological faculty will watch the present experiment with interest and hope.

For students not entitled to free instruction in the school the tuition fee was raised to the same sum as in the other Professional Schools, namely, one hundred dollars per annum. As no students are actually paying the fee there seemed to be no reason for seeming



to cheapen the instruction of this school as compared with that of the others.

The following is from the annual report of the Dean, M. D. Buell, S. T. D.:—

#### I. ATTENDANCE.

The enrollment for the year, notwithstanding the fact that no promise of accommodation in the Hall could be given to special students, was slightly in advance of the preceding year, even though the attendance of that year was larger than ever before. The total number of students for 1891-92 was one hundred and forty-one. In 1890-91 it was one hundred and thirty-six. Of these one hundred and twenty-nine pursued regular, and twenty-nine special, courses of study. Two were graduate students and one was enrolled as the Jacob Sleeper Fellow.

Sixty-nine new students were admitted to the School, of whom thirty-six were college graduates. The total number of graduates in attendance was ninety-one, showing no decrease from the large advance of the preceding year. Of the total number of matriculants, thirteen discontinued their studies on account of sickness and other causes, and twenty-six were regularly graduated in June. All the latter, with one exception, immediately entered upon pastoral duties. No member of the department died during the year.

The statistics of attendance show that the patronage and influence of the School continue to be broadly national and international.

#### NUMBER OF STUDENTS.

Western States . . . . .	61
New England States . . . . .	46
Middle States . . . . .	14
Southern States . . . . .	8
District of Columbia . . . . .	1
South America . . . . .	2
England and Colonies . . . . .	7
Italy . . . . .	1
Bulgaria . . . . .	1

Following is the more detailed record by states, countries and provinces:

Massachusetts, 30; Ohio, 23; New York, 9; Iowa, 9; Indiana, 8; New Hampshire, 6; Michigan, 6; Pennsylvania, 5; California, 5;

West Virginia, 5 ; Maine, 4 ; Vermont, 3 ; Illinois, 3 ; Canada, 3 ; Rhode Island, Kansas, Missouri, South America, England, two each ; North Carolina, Louisiana, Maryland, Nebraska, Colorado, Connecticut, District of Columbia, Wisconsin, India, Italy, Bulgaria, South Africa, one each.

## II. THE WORK OF THE YEAR.

**SENIOR CLASS.** In Hebrew and Old Testament Exegesis with Professor Mitchell, the class read the prophecy of Amos. Lessons on special introduction were given and essays on the dates of the prophecies of Amos and of Jonah were prepared by the class. Sayce, *Ancient Emperors of the East* and Orelli's *Old Testament Prophecy* were assigned for reading. Isaiah i-xii was studied with especial reference to the Messianic element. Each member of the class wrote an essay on Is. vii : 14. Isaiah xl-lx was studied in the English translation, particular attention being given to passages which contain teachings concerning the the Servant of Jehovah. Driver's *Israel* was assigned for reading. The class met two hours a week.

In New Testament Exegesis with Professor Buell, the class studied the Epistle to the Romans. An outline for research in introduction was given, the literature indicated and an essay required of each member of the class. An analysis of the Epistle was prepared. In the study of the details of exegesis, carefully prepared questions were assigned in advance, to which written answers were given. In the work of synthesis written paraphrases were required. The professor dictated paraphrases and answers to set questions and discussed more important passages with constant reference to the best exegetical helps. The class met two hours a week.

In Church History, with Professor Sheldon the class received instruction twice a week, and the period from A. D. 1517 to the present, by textbook (612 pp.), conversation, and lectures. Essays were prepared by the class.

In Comparative Theology, President Warren lectured two hours a week on Introduction to the History of Religions, on Comparative Theology and the Philosophy of Religion, with special examination of the Chaldaeo-Assyrian, Egyptian, Persian, Indo-Aryan, Chinese, Greek and Teutonic Religions. The reading of more than twenty volumes in lines of auxiliary research was required.

In Practical Theology, Dr. Daniel Steele lectured three times a week during the first term (in the absence of Professor Townsend), on topics of Pastoral Theology. During the second and third terms Dr. Town-

send resumed his work and lectured upon Sermon Delivery, Accessories of the Sermon, Hymns, Scripture Lessons and Prayer; the Pastoral Office and Work; Comparative Church Government; Government and Discipline of the Methodist Episcopal Church.

In Elocution, Professor Kirby gave the class, twice a week, theoretical instruction and practical drill in the reading of Scripture and Hymns, and in the delivery of sermons and addresses.

MIDDLE CLASS. — In Hebrew and Old Testament Exegesis with Professor Mitchell, the class read the Book of Deuteronomy and twenty-four Psalms. They were given lectures on the Pentateuch and were required to read portions of Hannan's Introduction on the same topic. Each member of the class prepared an original outline and exposition of a Psalm. The class met twice a week.

In New Testament Greek and Exegesis with Professor Buell, the class completed a study of the vocabulary of the Greek Testament begun the year before. Exegetical study was centered upon the epistles to the Galatians, Philippians and Colossians. Each student wrote introductory lectures to these New Testament books, and prepared written answers to set questions on the exegesis of the same. The class met twice a week.

In History of Doctrine with Professor Sheldon, the whole period from A. D. 90 to the present was studied. Instruction was given two hours a week by text-books and conversations. Each member of the class prepared a review of some recent theological work.

In Didactic Theology with Professor Curtis, the class had lectures four hours a week during the first term, and three hours a week for the remainder of the year.

In Practical Theology with Professor Townsend, the class were given lectures three times a week during the second and third terms on the following topics in Homiletics: Sermon Building; Preaching on Specific Subjects; Conclusion of Sermons; Revision of Sermons; Bible Reading. Members of the class presented original plans of sermons for discussion and criticism.

In Elocution with Professor Kirby, the class studied expression as applied to extemporaneous address, and Bible and hymn reading, meeting twice a week.

JUNIOR CLASS. — In Hebrew with Professor Mitchell, the class were given instruction five hours a week for the first term on the elements of the language. During the remainder of the year four hours a week were devoted to the syntax of Gesenius' Grammar and to the study of sixteen chapters of Genesis. A part of the time was occupied with topical exegesis and discussions. The majority of the class chose sight passages

for the final examination in translation. Stanley's Sinai and Palestine was assigned for study, and eight or ten illustrated lectures on the Geography of Palestine were given.

In New Testament Greek and Exegesis with Professor Buell, the class studied the Synoptic Gospels and the Acts of the Apostles, meeting three times a week. Each member of the class wrote a lecture on some special topic of introduction to the Gospels in addition to text-book work. The vocabulary of New Testament Greek was systematically investigated. The life of Christ as presented in the Gospel of Mark was methodically treated by written questions and answers and lectures.

In Historical Theology with Professor Sheldon, the class were given lectures and text-book instructions three times a week on the history of the Christian Church, from A. D. 30 to 1517. Members of the class prepared essays on such themes as Hymnology, Architecture, Painting and Christian Biography.

In Theological Encyclopædia, with Professor Curtis, the class were given instruction by lectures and text-book, one hour a week during the first term.

In Introduction to Systematic Theology with Professor Curtis, the class met once a week during the second and third terms. Instruction was given by lectures.

In Practical Theology with Professor Townsend, the class were given lectures on the Hygiene, Psychology and Ethics of Pulpit Rhetoric and text-book instruction on the Text, Introduction and Subject of the Sermon once a week during the second and third terms.

In Elocution with Professor Kirby, the class were given lectures and personal drill twice a week on Physical and Vocal Development and Expression by Voice and Action.

In Missions, the class had instruction by lectures once a week during the first term, from Rev. James Mudge, S. T. D.

In addition to the formal and regular instruction aforesaid many valuable addresses were delivered to the students during the year on various topics of religious life and work by eminent representatives of different Christian bodies.

Twenty students of the school of Theology pursued elective courses of study in the College of Liberal Arts, the majority of them choosing Philosophy with Professor Bowne.

It should also be noted in this connection that seven former members of the school were during the year pursuing advanced courses of study in England or on the continent of Europe.

### III. SELF-SUPPORT AND BENEFICIARY AID.

Sixty-nine students were engaged for a part or the whole of the year, as pastors in or near Boston, and were thus able either to contribute to or wholly provide for their own support. The Board of Education of the Methodist Episcopal Church granted in loans to thirty-three students an aggregate sum of \$2,400. The New England Education Society made grants to ten others which amounted to \$750. The Hon. E. H. Dunn Scholarship aided still another to the amount of \$150. The Alumni Mutual Fund assisted eighteen students by loans which aggregated \$712. The Dean obtained financial help from other sources for six students aggregating \$110. The total amount of beneficiary aid provided during the year, was \$3,122.

### IV. NEEDS OF THE SCHOOL OF THEOLOGY.

1. The teaching force should be augmented at once. With twice as many students in the class-rooms as were in attendance ten years ago, and with the modern demand for elective studies, this department cannot do its work without one or two additional instructors.

2. The enlargement of the Hall is a pressing necessity. After every available place for lodging students was utilized, it was found impossible to accommodate all applicants. The lots on Chestnut Street ought very soon to be covered with an extension.

### THE SCHOOL OF LAW.

Before the beginning of the year the vacant Assistant Deanship was filled by the appointment of Samuel C. Bennett, LL. B., who was also constituted a Professor. His previous experience in the former office and his success as an instructor and lecturer of many years' standing, made these appointments eminently satisfactory to the Trustees and friends of the School. To his efficiency and fidelity must no doubt be ascribed the fact that the attendance of the year rose to a higher point than ever before.

The total number in attendance was one hundred and ninety-three. They were classified as follows:—



Seniors, forty-nine ; Middlers, Sixty ; Juniors, eighty-two ; Special, three. One Senior, five Middlers, and two Juniors were women. Eighteen were already members of the bar. Forty-five had been promoted to literary degrees in different colleges and universities, seven in Harvard College.

The territory from which patronage was drawn extended from Prince Edward Island on the east to the Hawaiian Islands on the west. Twenty-three States of the Union were represented, to wit : Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, North Carolina, South Carolina, Virginia, West Virginia, Ohio, Indiana, Kentucky, Michigan, Wisconsin, Nebraska, Iowa, Minnesota, Kansas, Washington, and California. So wide a recognition of the advantages of the School is certainly gratifying.

The steady growth of the school the past quadrennium is shown by the following table : —

1887-88	. . . . .	141
1888-89	. . . . .	153
1889-90	. . . . .	179
1890-91	. . . . .	193

More than two thousand dollars were expended in the purchase of books for the library which is now much more complete than formerly.

The recent establishment of a new Law School in the City of New York has occasioned a fresh and timely public discussion of methods of instruction appropriate to such institutions, the issue of which has renewedly assured those interested in legal training that here, as elsewhere, the partisans of any single and exclusive method are certainly narrow and one-sided,



and that in the many topics of legal learning and in the development of diverse powers and diverse forms of professional skill, there is room for all that variety which has characterized our own School from the beginning.

The following additional information is from the annual report of the Dean, Edmund H. Bennett, LL. D. :

The nature of the work done during the past year has been much the same as usual. We have again the pleasure of noting an improvement in the material surroundings of the school, the additions to our library both in floor-space and in books being very welcome. The decoration of the lecture hall has made that room much more attractive than before, and a number of portraits of eminent lawyers and judges have been hung upon the walls.

#### LIST OF PORTRAITS IN LECTURE HALL.

Among them are those of Hon. Benjamin R. Curtis, late Justice of the Supreme Court of the United States, Chief Justice Shaw of Massachusetts, Rufus Choate, Charles O'Connor, Jared Sparks, James Russell Lowell, Oliver Wendell Holmes, John Greenleaf Whittier, Ralph Waldo Emerson.

*English Judges.* Lord Chancellors Hardwicke, Thurlow, Lyndhurst, Brougham, Cottonham, Chelmsford, Lord Chief Justices Kenyon, and Mansfield, and Sir John Patterson, of the King's Bench.

Sir Matthew Hale and Sir Nicholas Tindal, Lord Chief Justice of England.

Baron Abinger of the Exchequer, Sir William Erle of the Common Pleas, Lord Stowell of the High Court of Admiralty, Attorney General Fitzroy Kelly.

It will be noticed that most of these portraits are of English lawyers, and although highly acceptable, the great lawyers and judges of our own country will be given a no less hearty welcome.

During the year the School has suffered a great loss in its staff of lecturers. Elias Merwin, Esq., who was elected, in 1884, Professor of Equity Jurisprudence and Equity Pleading, to succeed the late Dwight Foster, died during the present year. Mr. Merwin was unable to lecture at the opening of the year, although constantly hoping he might soon do so, and in January, after urgent requests, he consented to have his son,

Henry C. Merwin, Esq., read his lectures to the School. This arrangement was pursued throughout the remainder of the year; and from the clearness, conciseness, and orderly arrangement of the lectures the results were very satisfactory to the students. Mr. Merwin was a sound and thorough lawyer, and in addition an exceptionally able lecturer and teacher. His course was a success from the first, and his loss cannot easily be supplied.

The death of Hon. Benjamin R. Curtis, one of the judges of the Municipal Court of Boston, is another great loss to the school. At the time of his death, in January, 1891, he had just completed his course on the Jurisdiction of the United States Courts for the tenth consecutive year. A public expression of his views on the functions of a law-school in fitting students for the bar led to his appointment as lecturer in this School, and from his first connection with it he has been one of its warm friends and supporters.

The students always have been invited to express themselves freely concerning school methods, and suggestions from them have often proved valuable. For the purpose of deriving the more benefit from this plan, each class was requested last year to choose two or three of its members to represent it on an Executive Committee of students. This was done, and such a committee chosen and organized. Into its hands the students at large were invited to place any matter they desired the Faculty to consider; such subjects were considered by the Committee and either rejected or some specific action recommended. The Committee has done such good work as abundantly to justify its continuation.

There was also introduced the past year a new method of selecting the two members of the senior class who speak at the Commencement exercises. When two speakers were first allotted to the Law School, the senior class were allowed to nominate one, the Faculty nominating the other. Afterwards it became the custom for the Faculty to nominate that candidate who had received next to the most votes in the class election, and still later the class were allowed to nominate both. None of these plans have been thought to give uniformly the best results, and therefore the following method was tried: The class were invited to nominate five candidates. The Faculty thereafter invited certain students, having particular reference to scholarship, four of them being in fact four of the five nominated by the class. All of these, whether nominated by the class or by the Faculty, or by both, were invited to prepare an oration for Commencement, and deliver the same early in May in open competition before the students of the School and a committee of judges. This committee con-

sisted of Prof. Dorchester of the College of Liberal Arts, Henry C. Dewey, Esq., of Boston, a graduate of the School, and the Dean.

Of the two candidates selected it happened that neither had been nominated by the class. But this does not show that the choice of the class is of no value. For while there was but little room for doubt as to which of the competitors was entitled to be one of the Commencement orators, the judges could not easily select the second, and there was great difference of opinion among the students. It is not unlikely that the present plan may be further improved, but the feature of preliminary competition is certainly worth preserving.

I cannot, in justice to the Assistant Dean, close this report without saying that the details of the School have never been so thoroughly and so systematically cared for since its establishment, as during the last year, and the School never has been in so good working order as at the present time.

The customary summary appended gives the statistics relating to the lectures and instruction of the year.

Table Showing Lectures and Recitations for School Year of 1890-91.

LECTURER.	SUBJECT.	NO. OF LEC- TURES.	CLASS TO WHICH DELIVERED.	AT- TEND- ANCE.	INSTRUCTOR.	NO. REC- TA- TIONS.	AV'GE AT- TEND- ANCE.
Prof. Russell.	Admiralty and Shipping . . .	1	Senior.	27	. . .	. . .	. . .
Prof. S. C. Bennet.	Agency . . . . .	18	Junior.	68	. . .	. . .	. . .
James Schouler, Esq.	Bailments . . . . .	23	Middle.	59	. . .	. . .	. . .
M. M. Bigelow, Esq.	Bills and Notes . . . . .	37	Middle.	72	Homer Albers, Esq.	46	70
The Dean.	Contracts . . . . .	60	Junior.	86	Prof. S. C. Bennett . . .	48	70
Henry A. Wyman, Esq.	Criminal Law . . . . .	20	Junior.	85	. . .	. . .	. . .
Prof. Russell.	Evidence . . . . .	40	Senior.	21	Jos. R. Smith, Esq. . . .	45	25
Lectures of Professor Merwin read by H. C. Merwin, Esq.	} Equity . . . . . } Jurisprudence . . . . .	57	Senior.	24	Arthur H. Wellman, Esq. .	59	24
Charles F. Jenney, Esq.	Massachusetts Practice . . .	12	Senior.	58	. . .	. . .	. . .
The Dean.	Partnership . . . . .	9	Entire School.	119	. . .	. . .	. . .
Prof. Russell.	Pleading and Practice . . .	23	Senior.	28	J. G. Thorp, Jr., Esq. . .	34	27
Frank Goodwin, Esq.	Real Property . . . . .	84	Middle.	60	Arthur H. Wellman, Esq. .	58	55
George R. Swasey, Esq.	Sales . . . . .	32	Junior.	94	Prof. S. C. Bennett . . .	9	68
M. M. Bigelow, Esq.	Torts . . . . .	47	Junior.	78	Prof. S. C. Bennett . . .	60	72
Hon. Benj. R. Curtis.	Jurisdiction of Federal Courts	10	Senior.	28	. . .	. . .	. . .
The Dean.	Wills . . . . .	5	Entire School.	59	. . .	. . .	. . .
James Schouler, Esq.	Domestic Relations . . . .	8	Entire School.	90	. . .	. . .	. . .
J. H. Benton, Jr., Esq.	Law of Railroads . . . . .	17	Senior.	40	. . .	. . .	. . .
Simon G. Croswell, Esq.	Landlord and Tenant . . .	3	Middle.	73	. . .	. . .	. . .

SUMMARY. — Whole number of lectures, 506. Whole number of recitations, 359.

## THE SCHOOL OF MEDICINE.

It is widely known that this medical School was the first in America to present and maintain a course of instruction four years in duration and to encourage all students to pursue it. It was also the first to discontinue all shorter courses, and to make the four years one a requirement of all candidates for the degree of Doctor of Medicine.

A considerable number of the best medical colleges of the country have within a year followed our example in this last provision. Those of Harvard University and of the University of Pennsylvania are adjusting themselves to the new order, while others have it under serious consideration.

The total attendance upon the school for three years has been as follows:—

1888-89 . . . . .	98
1889-90 . . . . .	102
1890-91 . . . . .	112

No year in the history of the department has been marked by equal progress in scholastic accommodations and in subsidiary appliances. It is hoped that every Trustee will embrace an early opportunity to visit the new buildings, and to acquaint himself with the large and growing group of institutions now centering about the School.

The following is from the annual report of the Dean, I. T. Talbot, M. D.:—

The following is the classification of students who have been in attendance during the year:

Post Graduates . . . . .	2
Fourth year's course . . . . .	2
Senior or third year's course . . . . .	25
Middle or second year's course . . . . .	31
Junior or first year's course . . . . .	43

## NEW FOUR YEARS' COURSE.

First year . . . . .	7
Special students . . . . .	2

---

Total . . . . .	112
-----------------	-----

Males . . . . .	71
Females . . . . .	41
Graduated, June, 1891 . . . . .	27

This year has been one of great importance in the history of the School, and the Faculty are convinced that they have at length evolved a system of medical study more logical, thorough, and effective than has been previously pursued in this country. When the School was established in 1873 the methods of study in all the medical schools were of the most crude and unsatisfactory character, and to a great extent medical students had come to consider that in obtaining the medical degree the shortness of the time required and the smallness of the amount of money to be paid constituted the chief considerations. It is true there were individual students as well as physicians who thought differently, and who spent time freely in the medical schools of this country and abroad to satisfy their desire for a thorough medical education.

The Faculty upon its organization was determined to improve as far as possible upon the methods of instruction then in vogue, and from the first established a graded three years' course of study to be preceded by entrance examinations. For nine years this method was pursued with increasing thoroughness each succeeding year. It was found, however, that with the varied attainments of the students on entering the school, — some of them having already pursued a course of classical instruction, while others had little more than a common-school education, and often years had intervened in which no systematic study had been pursued, — there was a great inequality in the capacity of the students, and that many of them could not possibly secure in three years the necessary knowledge for a profession so responsible, and dealing with so many and such complex subjects as are presented in the science and art of medicine. Accordingly the Faculty prepared and adopted, — what had never before been attempted in any medical school in this country, — an optional four years' course, in which those with a thorough preparatory education



might attain the degree in three years, and those who began not so well prepared in the longer four years' course. But it was soon found that those least prepared were often the ones most anxious to spend the shortest possible time in their studies. Moreover, those who spent the first or second years of the four years' course in doing work which the better prepared could do in one year, often felt that it was unnecessary for them to study severely the first year, as they could easily make up any deficiencies in the second; while during that second year they reasoned that it was not necessary for them to study hard, as they had learned it all the first year. Thus it often happened that these students at the end of the second year were more deficient in their examinations than the more studious at the end of the first year. It was found necessary, therefore, to require from all the same work for the first year, and if they failed in their examinations they should take the work over again. This proved a source of difficulty and dissatisfaction. Accordingly the fourth year was made one for advanced study; but many students who entered with the intention of taking a four years' course, on finding that their classmates received their diplomas and were to enter upon practice at the end of the third year, felt that it was a questionable honor if it required four years for them to attain the same degree which many of their fellow-students secured in three years, and the baccalaureate degree did not convince them that the fourth year could be profitably spent in the school. Still the Faculty were convinced that four years was a time sufficiently short for the study of medicine, and they adopted this as the required course of the school, the first year to be devoted to the preparatory sciences and subjects essential to a thorough knowledge of medicine. Among these were included the necessary knowledge of Latin, Physics, Botany, Chemistry, Zoölogy, Biology and Elementary Physiology. Most of these subjects had been taught to those who had received classical training, and sometimes had been acquired in academies and high-schools. Those who had received such instruction and could pass the examinations were allowed to enter upon the second year of study; while for those who could not pass such examinations there was a sufficient amount of work fully to occupy the first year and to fit them in that time for entrance upon the more advanced studies. In October, 1890, a class of seven entered upon this first year, and so well satisfied were the Faculty with this general plan that they devoted themselves to its further perfecting, and adopted it as the permanent method of the school. This new course, as well as the more thorough instruction in every department which a compulsory four years' course should certainly give, rendered the former facilities of the School entirely inadequate to the greater work attempted. Larger labora-

tories and more extensive apparatus, as well as more lecture-rooms were essential, and for this purpose new buildings must be erected. The School had, up to this time, been supported by the personal and combined efforts of the Faculty and its friends; but these efforts had been taxed in so many directions that they felt entirely unequal to the task of providing such larger and expensive buildings and their necessary outfit. In this emergency they appealed to the Trustees of the University for assistance, stating clearly the work which had already been accomplished and the essential requirements for its successful prosecution. In a generous, and under the circumstances we may say magnanimous manner, the Trustees gave \$40,000 for the erection of the necessary buildings, and still further assisted the Faculty in immediately completing the work, the additional responsibility and expense of which beyond the \$40,000 the Faculty were ready to assume. In June carefully considered plans were prepared and adopted for erecting a commodious fire-proof structure which will secure most valuable property of the School against danger of future destruction. The work of construction was entered upon with great energy, and has so far progressed that before the current School year is completed several important departments of the School will be provided with quarters unequalled in any medical school in the country. Anatomy, Physiology, Biology, Histology and Microscopy will have enlarged and spacious quarters, while Chemistry will have largely increased facilities. A spacious library capable of containing more than 30,000 volumes, and a museum for 100,000 physiological and pathological specimens will be provided, as well as lecture-rooms and work-rooms for special and original research.

#### THE DISPENSARY.

From ten to fifteen thousand patients have been annually treated in the college building and have afforded an abundance of cases for clinical study and research. This has been done under the direct care and observation of the Faculty, so that poor patients have often received the care and skill which otherwise it would have been quite impossible for them to obtain. But the crowded and inconvenient condition of the apartments often proved a great drawback to this instruction. The erection of the new dispensary building at a cost of \$65,000 on land secured from the City in the immediate vicinity of the college, has already proved of immense advantage to the School. Aside from the spacious apartments for special clinics, there is a fine lecture-room for the more general clinics and class lectures which will be daily used and which may easily be made available for post-graduate instruction.

The dispensary building when completed will render practicable still more extensive and original methods of providing for the care of the sick poor, and the establishment of a Maternity will secure another department of the greatest importance to the poor of Boston in their direst need, one of value to the medical profession in their care of the helpless, and of special value to the School in its course of instruction.

### THE HOSPITAL.

So closely connected is this institution with the School, that every improvement in the one is of value to the other. The facilities which this hospital has in the past afforded to the students by that practical instruction which experience at the bedside alone can give, will be largely increased by the two additional buildings being erected, and now nearly completed, by the bounty of the State. This will render the Massachusetts Homœopathic Hospital the third in size of the general hospitals of New England. The reputation it has already attained and the severe cases sent to it from all parts of the country will, with its great enlargement, add to the opportunities for the experience and instruction of the students of this School.

### THE WESTBOROUGH HOSPITAL FOR THE INSANE.

The establishment of this State institution, which provides for upwards of five hundred patients, has opened to our students a new and important department of instruction, one which will be of great value to them in the domiciliary care of these sufferers. Insanity is recognized in the Westborough Hospital and in this School as a disease which in its incipency can best be treated, and in many cases permanently cured. Every facility is afforded to our students, by clinical lectures and visits as well as by positions as internes, students, and nurses, to perfect themselves in this department of medicine.

### THE NEW FOUR YEARS' COURSE.

During the year the Faculty have carefully arranged the course of study covering each of the four years, and have strengthened as far as possible every department. They have also added instruction in Latin and Physics for those who might enter the first year not sufficiently prepared on these subjects. This course as now prepared has met with the approval of many physicians as well as of preparatory schools which aim to fit students for beginning the study of medicine.

For the first time students in the senior year of the College of Liberal Arts of this University have connected themselves with the medical school

and have been able to do satisfactory work therein, and will thus be able to enter upon the second year's course with the ensuing year.

The New Hampshire Conference Seminary has also established a special preparatory course for medical students, corresponding to our required work of the first year.

The State University of Nebraska has likewise arranged its optional courses in the junior and senior years with special reference to those students who purpose to enter upon the study of medicine, and have requested the privilege of announcing that those students who successfully complete such special course shall be allowed to enter upon the second year of the medical course of this School.

There is little doubt that other colleges will adopt the same method, and thus solve the problem of shortening the time of thorough professional study by one year without lessening the great advantages of the four years' course in the College of Liberal Arts.

While this School has from the first been the pioneer in the improved methods of medical instruction, — which have in so many instances been adopted by other and older schools. — there is every reason to hope that its present system will be still more widely accepted.

#### THE DEBT OF THE SCHOOL.

The expenses of the medical department far exceed those of any other post-graduate school. The necessary apparatus is both extensive and expensive. The number of instructors required is very great — some forty being employed in this school to provide for the separate branches of instruction — and the tuition fees of the students could not possibly meet the expenses were it not for the generosity of the Faculty in reducing them by contributing largely of their time and money for the support of the School. Then, too, the enormous expenses of hospitals, infirmaries and dispensaries in order to give that clinical or bedside instruction so absolutely necessary would be entirely beyond the means of any medical school were they not provided by the liberality of the public. Under such circumstances it may easily be seen that this School cannot reasonably devote any of its annual income towards the payment of the debt incurred for its buildings, which with the previous indebtedness will probably amount to not less than \$60,000. Is it unreasonable to ask that the community to whose welfare and interests the graduates of this school are to devote their lives, should generously contribute to the payment of a debt which lessens the usefulness and paralyzes the progress of so valuable an institution of learning?

## THE SCHOOL OF ALL SCIENCES.

The total number of students in this department of the University was ninety-nine.

The following are the names and theses-subjects of the nine promoted at the end of the year :

## TO THE DEGREE OF MASTER OF ARTS.

FLORENCE LOUISE NICHOLS, A. B., *The Progress of Individualism.*

## TO THE DEGREE OF DOCTOR OF PHILOSOPHY.

CHARLES EDGAR ADAMSON, A. M., S. T. B., *The Berkleian Philosophy.*

JOHN MARSHALL BARKER, A. B., S. T. B., *The Basis of the Moral Law.*

SAMUEL LYNCH BEILER, A. B., S. T. B., *The Darsanas, or Hindu Schools of Philosophy.*

ALBERT CAMERON, A. B., *The Problem of Social Inequality.*

GEORGE ALBERT COE, A. B., S. T. B., *The Problem of Knowledge.*

DANIEL DORCHESTER, Jr., A. B., *The Idealism of Milton.*

GEORGE HOWARD FALL, A. M., LL. B., *Landmarks in Legal Evolution.*

LOUISE HOLMAN RICHARDSON, A. M., *De Genere Dicendi et Casuum Usu Propertiano.*

Of the foregoing, Mr. Coe, now Professor of Philosophy in the Northwestern University, studied in Germany, enjoying the benefit of the newly created Jacob Sleeper Travelling Fellowship of Boston University; Miss Richardson, now Professor in Carleton College, Minnesota, studied at Newnham College, Cambridge, England, the first to enjoy the newly created Travelling Fellowship of the Association of Collegiate Alumnae.

During the year plans were discussed looking to a decided enlargement of the work of this department. For the carrying out of the plans, however, increased funds are greatly needed.



## THE REGISTRATIONS OF THE YEAR.

The whole number of students in all departments was one thousand and twenty. Their classification is presented in the following table:—

	MEN.	WOMEN.	TOTAL.
College of Liberal Arts, . . .	119	207	326
College of Music, . . . . .	6	1	7
College of Agriculture, . . .	160	—	160
School of Theology . . . . .	130	11	141
School of Law . . . . .	186	7	193
School of Medicine, . . . . .	69	43	112
School of All Sciences, . . .	75	24	99
	<hr/>	<hr/>	<hr/>
Sum by Departments, . . .	745	293	1038
	<hr/>	<hr/>	<hr/>
Counted twice, . . . . .			18
			<hr/>
Total, . . . . .			1020

They came from twenty-one foreign countries, and from thirty-seven states and territories of the United States.

The annual totals since 1880 show a very gratifying advance. They stand as follows:—

In 1880-81 . . . . .	507
In 1881-82 . . . . .	555
In 1882-83 . . . . .	602
In 1883-84 . . . . .	614
In 1884-85 . . . . .	620
In 1885-86 . . . . .	710
In 1886-87 . . . . .	769
In 1887-88 . . . . .	775
In 1888-89 . . . . .	875
In 1889-90 . . . . .	928
In 1890-91 . . . . .	1020



## THE PROMOTIONS OF THE YEAR.

At the Annual Commencement in June last, one hundred and seventy-five were promoted to membership in the University Convocation, to wit:

WITH THE DEGREE OF	MEN.	WOMEN.	TOTAL.
Bachelor of Arts, . . . . .	15	22	37
Bachelor of Philosophy, . . . . .	3	13	16
Bachelor of Science, . . . . .	18	—	18
Bachelor of Theology, . . . . .	22	—	22
Bachelor of Laws, . . . . .	39	1	40
Doctor of Medicine, . . . . .	16	21	27
Master of Arts, . . . . .	—	1	1
Doctor of Philosophy, . . . . .	7	1	8
With Diploma Certificates.			
In School of Theology, . . . . .	4	—	4
In College of Music, . . . . .	2	—	2
Total, . . . . .	126	59	175

This was seven more than the preceding year.

The Commencement speakers and themes were as follows:

NORMAN FRANCIS HESSELTINE, A. B., Cand. LL. B.: The Decline of Forensic Eloquence.

OSMON CLEANDER BAKER NASON, A. M., Cand. M. D.: Unsolved Problems in the Science of Physiology.

CHARLES THOMPSON SNOW, Cand. A. B.: American Reciprocity.

MARY MARTHA MOORE, Cand. M. D.: The Health of American Women.

HOWARD NEWTON LEGATE, Cand. Sc. B.: The Farmer as Citizen.

WILBUR FLETCHER SHERIDAN, A. B., Cand. S. T. B.: The Motive Power of Self Sacrifice.

EMILY AYERS YOUNG, Cand. A. B.: The Previous Question.

CHARLES HENRY STACKPOLE, A. B., Cand. S. T. B.: The Duty of the American Scholar.

CHARLES POST BENEDICT, A. B., Cand. LL. B.: Law and Liberty.

## THE FINANCES.

The Annual Report of the Treasurer showed that at the close of the fiscal year, Aug. 31, 1891, the assets of the University were as follows:

Real estate above incumbrance . . . . .	\$1,283,714.65
Stocks, bonds, etc. . . . .	203,208.25
Mortgages, notes, etc. . . . .	45,345.68
Sundries . . . . .	<u>45,219.15</u>
Total . . . . .	\$1,577,487.73
The liabilities at the same date were . . . . .	85,291.49
Excess of assets over liabilities . . . . .	\$1,492,196.24

This was a small increase over the net-assets of the previous year.

By the gift of Western real estate and mortgages amounting to \$2,250, Mrs. Mary Q. A. French, of Cambridge founded in the College of Liberal Arts a Scholarship, which by vote of the Trustees is to bear her name.

Annual Scholarships were maintained by gifts from Hon. E. H. Dunn, and W. A. Alexander, Esq., the former amounting to one hundred and fifty dollars, the latter to one hundred.

James Schouler, LL. D., Lecturer in the School of Law, donated forty dollars to the Gallery of Legal Celebrities.

Mrs. Anne E. Douglas, of Cambridge, presented three valuable historical busts, the work of the late Mr. Dexter, the sculptor.

Messrs. Alden Speare, C. C. Corbin, and James Woolson, contributed each \$25 to secure additional accommodations for Students in the College of Liberal Arts in the matter of out-of-door games.

## SUGGESTIONS TO FRIENDS CONTEMPLATING BENEFACTIONS.

Gifts and bequests may be made effective for the promotion of Christian education in this institution in any of the following modes :

1. The annual gift of one hundred dollars will secure free tuition to some eager and worthy collegiate student who otherwise would not be able to undertake the acquisition of a liberal education. The same sum suffices to pay the board of a student for one school year in our School of Theology. Many who now through poverty cannot come, would do so if furnished this small amount of assistance. Moreover, in later years, they would in many cases return such gifts for the help of others, and so renew and perpetuate the beneficence indefinitely.

2. Permanently endowed Scholarships accomplish the same ends for all time. We have a number, but need more in every department. Under our statutes these scholarships are of three classes, called first class, second class, or third class, according as their endowment is three thousand, two thousand, or one thousand dollars. One such scholarship in the College of Liberal Arts educates one student every four years, twenty-five every century, and through these, thousands of others.

3. The latest results in scientific, historic and other investigation cannot be known without access to the latest books and periodicals. That each of our departmental Libraries should be annually replenished is therefore an indispensable necessity. For this purpose

in each department, we need several hundred dollars every year, or endowments yielding that amount.

4. A Fellowship or a Lectureship in any department may be permanently endowed by a gift of \$10,000. The donor's name will be given thereto, or that of any cherished friend whom the donor may wish to keep in lasting remembrance. For the training and utilizing of the highest scholars these foundations are of incalculable importance. As yet, we have but two. Who will add to this number?

5. The powers of one of the most gifted and best educated of men may be perpetually employed in teaching, on the donor's behalf and in his name, the best things pertaining to the life which now is, and to that which is to come, merely for the interest of \$40,000 invested in a permanently-endowed Professorship. This creation may also bear the name of the donor, or that which may be dearer to him than his own. Many such professorships are yet needed in each of our various departments.

6. Friends desirous of aiding the University in a large way are asked to investigate the utility and practicability of endowing an entire School or College, as, for example, the School of all Sciences, or School of Medicine, or a new College of Liberal Arts. No sum likely to be available for such a purpose would be too large for judicious use in connection with any one of these departments.

7. Immediate and urgent needs in connection with the College of Liberal Arts are the following: More funds for instructors, that too large classes and sections of classes may be further divided; endowment

for a chair of instruction in the English Bible; a fund for the increase of the library and the pay of a permanent librarian; grounds and appliances for out-of-door recreation.

The President will be pleased to give information or counsel concerning any of the above necessities.

WILLIAM F. WARREN.

BOSTON, January 11, 1892.





# INDEX.

	PAGE
Age of college students . . . . .	14
Alexander, W. A., gift . . . . .	64
Association of New England Colleges . . . . .	13
Baccalaureate Address . . . . .	19
Bell, A. Melville . . . . .	25
Briggs, Charles A., quoted . . . . .	7
Bodichon, Madame . . . . .	15
Boston Society of Natural History . . . . .	27
Boston University and Oxford . . . . .	8, 9
Bowdoin College . . . . .	24
Cambridge and Oxford in New Eng- land . . . . .	5
Chadwick, Joseph H., Trustee . . . . .	18
Claffin, Mary B., Trustee . . . . .	19
Clark, William R. . . . .	18
Coleridge and New England . . . . .	8
College of Agriculture, The . . . . .	41
Recent growth . . . . .	42
Improvements . . . . .	43
College of Liberal Arts . . . . .	24
Changes in Faculty . . . . .	25
Campus procured . . . . .	26
Astronomical observatory . . . . .	25
Students . . . . .	26
College of Music, The . . . . .	40
Changes therein . . . . .	40, 41
Coke, Thomas . . . . .	7
Colony of Massachusetts Bay . . . . .	6
Commencement Speakers . . . . .	63
Selection of . . . . .	52, 53
Conservatory of Music, New Eng. . . . .	40
Convocation, The . . . . .	23
Alpha Chapter . . . . .	23
Epsilon Chapter . . . . .	23
Annual Meeting . . . . .	23
Officers . . . . .	23
Corbin, C. C., gift . . . . .	64
Corporation, The . . . . .	17
Council, The . . . . .	19
Cotton, John . . . . .	5
Curtis, Benjamin R., Sen. . . . .	21
Benjamin R. . . . .	52

	PAGE
Davis, Mrs. Elizabeth Sleeper, Trustee . . . . .	17
Defeat, An auspicious . . . . .	10
Dewy, Henry C. . . . .	53
Dexter, Henry M., quoted . . . . .	7
Douglas, Anne E., gift . . . . .	64
Dunn, Edward H., gift . . . . .	49
Finances, The . . . . .	64
Franklin, Benj., reprints Wesley . . . . .	6
French, Mary Q. A., gift . . . . .	64
General Theological Library . . . . .	44
Gifts and bequests . . . . .	15, 43, 64
Girton College . . . . .	16
Gladstone, William E. . . . .	17
Grammar school programs . . . . .	13
Growth . . . . .	27, 42, 44, 50, 55, 62
Hale, Edward Everett . . . . .	25
Hamilton, John W., Trustee . . . . .	19
Harvard, John . . . . .	5
Harvard University arts course . . . . .	10
Faculty and Corporation propose re- duction . . . . .	10
Defeated by Board of Overseers . . . . .	11
Holmes, Oliver Wendell . . . . .	25
Hooker, Thomas . . . . .	5
Hospitals . . . . .	59
Houghton, Henry O., Trustee . . . . .	19
Huntington, Frederick D. . . . .	9
Keble and New England . . . . .	8
Kirby, Edward N. . . . .	24
Kitchen, William C. . . . .	25
Lawton, William Cranston . . . . .	14
Libraries . . . . .	44, 50, 58, 65
Leighton, Robert E. . . . .	25
Lindsay, Thomas B. . . . .	24
Lowell, John . . . . .	21
Mass. Institute of Technology . . . . .	27
Merwin, Elias Gilbert . . . . .	20, 51, 54
Moulton, Richard G . . . . .	25
Music, university degrees in . . . . .	41
Needs of the University . . . . .	65, 66
New buildings for School of Medicine . . . . .	58
New Hampshire Conference Seminary . . . . .	60

	PAGE		PAGE
Newnham College . . . . .	61	Growth . . . . .	44
Observatory, The new . . . . .	25	Work of the year . . . . .	46
Oxford and Cambridge in New England . . . . .	5	Needs . . . . .	46
Promotions of the year, The . . . . .	63	Schouler, James, gift . . . . .	64
Puritanism, product of Cambridge . . . . .	9	Senate, The . . . . .	20
Putnam, Henry W. . . . .	11	Speare, Alden, gift . . . . .	61
Reform, A real . . . . .	13	Special students . . . . .	26
Registrations of the year, The . . . . .	62	States and countries represented, 42, 45, 50, 62	
Roe, Edward D., Jun. . . . .	25	Steele, Daniel, Trustee . . . . .	14
Russell, William E., Trustee . . . . .	19	Instructs in Practical Theology . . . . .	43
Scholarships . . . . .	27, 49, 64, 65	Story, Moorfield . . . . .	21
School of All Sciences, The . . . . .	61	Students in Europe . . . . .	48, 61
Students . . . . .	61	Students, whole number since 1880. . . . .	62
Promotions . . . . .	61	Thomas, Joseph B., Trustee . . . . .	18
School of Medicine, The . . . . .	55	Tourjée, Eben . . . . .	19
Required four years course . . . . .	55	Travelling Fellowships . . . . .	61
Progress in other schools . . . . .	55	University Beacon . . . . .	24, 26
Growth of attendance . . . . .	55	University of Nebraska . . . . .	60
Report of Dean . . . . .	55-60	University of Pennsylvania . . . . .	55
School of Law, The . . . . .	49	Wesley, Charles and John . . . . .	6
New Assistant Dean . . . . .	49, 53	Wesley, John, Centennial . . . . .	9
Attendance. . . . .	50	Wesleyan University . . . . .	20
Methods of instruction . . . . .	50	Whitefield, George . . . . .	7
Report of Dean . . . . .	51-54	Woolson, James A., gift . . . . .	25, 64
School of Theology, The . . . . .	43	Wordsworth and New England . . . . .	8
Tuition fee raised . . . . .	44		





THE  
ORIGIN AND PROGRESS  
OF  
BOSTON UNIVERSITY

---

REPORT OF THE PRESIDENT

PRESENTED JANUARY 23, 1893

---

BOSTON  
UNIVERSITY OFFICES, 12 SOMERSET STREET  
1893





## CONTENTS.

---

	PAGE.
UNIVERSITY ORGANIZATION . . . . .	5
GERMAN TYPE . . . . .	7
ENGLISH TYPE . . . . .	8
FURTHER EVOLUTION . . . . .	8
THE OPENING OF THE PROFESSIONAL SCHOOLS . . . . .	15
REMARKABLE BEGINNINGS . . . . .	21
THE OPENING OF THE COLLEGES . . . . .	23
THE SCHOOL OF ALL SCIENCES . . . . .	28
THE FINANCIAL HISTORY . . . . .	31
THE PAST YEAR . . . . .	33
A HISTORIC DAY . . . . .	39
THE REGISTRATIONS OF THE YEAR . . . . .	41
THE PROMOTIONS OF THE YEAR . . . . .	43
THE UNIVERSITY FINANCES . . . . .	43
THE UNIVERSITY NEEDS . . . . .	44
VIEWS OF THE NEW BUILDINGS . . . . .	49
OFFICERS AND FACULTIES . . . . .	57
INDEX . . . . .	63



## ORIGIN AND PROGRESS.

---

*To the Honorable and Reverend*

*The Trustees of Boston University:*

The Commonwealth of Massachusetts, through its appointed Commissioners, has courteously invited your honorable body to share in the State's educational exhibit at the World's Columbian Exposition at Chicago the coming season. While for weighty reasons you have not found it expedient to accept the welcome invitation, it is already quite certain that the interest awakened in all quarters by the educational features of the great Fair is increasing the ever present demand for fresh and authentic information respecting the rise and history of the University, and respecting its present state. On this account, and because three years have elapsed since the last comprehensive review of the life of the institution from the beginning was printed, the President has deemed it timely to present in connection with this Annual Report for the year 1891-92, a brief summary of the more important facts relating to preceding years. That the document might not prove too expensive for gratuitous distribution, many chapters have been intentionally, though reluctantly, omitted.

Date of  
Charter.

The charter of Boston University was approved by the Governor of the Commonwealth, Hon. William Claflin, LL. D., May 26, 1869. It was accepted by the original corporators, Isaac Rich, Lee Claflin, Jacob Sleeper, and their associates, on the twenty-second of July of the same year.

Relation  
to Oxford.

It is worthy of remark that no other fully organized American University has a pedigree leading back so directly and vitally to the ancient University of Oxford as this. For the historical facts touching this relationship the reader is referred to the opening section of the Seventeenth Annual Report, and to the Chronological Notes prefixed to the Historical Register of 1891.

The Plan.

The name and location of the new institution, as has elsewhere been said, predetermined in important respects its character. Established in the heart of the metropolis, with one-third of the population of New England within easy reach of its halls, it could meet the just expectations of the public only by becoming a metropolitan university of the most advanced and comprehensive type. Fortunately, its far-seeing and public-spirited founders were even more desirous than the public, that the great opportunity should not be lost. Accordingly, after a careful study of all existing types of university organization, and an equally serious study of the local and historic conditions, they adopted a plan differing in important respects from any before exemplified in New England, or even in Christendom. A few simple diagrams will, perhaps, facilitate an understanding of its peculiarities.

3				
2				
1				

FIG. A.

Figure A may represent a typical German university. The four equal divisions produced by the four perpendicular lines represent the four co-ordinate faculties of Theology, Law, Medicine, and Philosophy. The last covers all university instruction not included in the other three. The divisions produced by the horizontal lines, and numbered 1, 2, 3, represent successive years of study on the part of the student in one or another, or in more than one, of the different departments. In this type of university there is no place for any thing of the grade of an American undergraduate college, this latter institution corresponding in a general way to the last four years of the German Gymnasium, in which students are prepared for the German University.

German  
Type.

4							
3							
2							
1							

FIG. B.

English  
Type.

Figure B represents the typical English university, as exhibited in the Oxford and Cambridge groups of colleges, especially as they existed before the reforms of the present generation. Here the divisions produced by the perpendicular lines represent distinct colleges of liberal arts, of which each of the universities named has more than a score. The year-divisions are here four, corresponding to the four years' curriculum of the American college; although, owing to the character of the fitting schools and colleges, and the meagreness of the university course in respect to the modern languages and natural science, the English University does not, as a rule, insist on more than three years' residence before admission to the degree of Bachelor of Arts. In this type of university the professional faculties have always been weak and ineffective, and at times they have become almost entirely atrophied. Even the higher non-professional studies, the comparative and philosophic disciplines appropriate to post-collegiate instruction, have often languished or been lacking altogether.<sup>1</sup>

To the organizers of Boston University it seemed clear that a combination of these two types, the German and the English, would give a new one quite superior to either, and one well protected against the evils from which even the best American universities were evidently suffering. This new type may be represented by Figure C.

<sup>1</sup> See Sir William Hamilton's *Essays on the English Universities*.



## THE CONVOCATION.

	S. T. B.		LL. B.		M. B.	M. D.	PH. D., ETC.	
7								
6								
5	A. B.	A. B.	A. B.	PH. B.	A. B.	Sc. B.	A. B.	Mus. B.
4								
3								
2								
1								

FIG. C.

In this scheme there would be room in the lower or undergraduate range of work to establish any number of colleges of liberal and other arts, all — as at Oxford or Cambridge — under the general charter and government of the University. This form of organization would also anticipate and guard against the evils which are inevitable whenever a university allows itself but a single undergraduate college of arts, and this becomes so overgrown that its professors cannot know their students and the students cannot know each other. At the same time, such an organization would allow the University to affiliate or to found colleges of reasonable size in places at some distance from its own headquarters, and thus unify wisely distributed educational forces. Furthermore, it would enable it without fric-

tion, and with a positive gain in collegiate *esprit de corps*, to present in distinct colleges, appropriately diversified courses of training, among which the student could choose according to his individual plans of life. Alongside the ordinary liberal arts colleges others could be organized to furnish the training appropriate to the fully educated musician, the artist, engineer, agriculturist, etc. Thus, the new University believed it possible by a simple differentiation of its undergraduate work into distinct colleges, first, to guard against those evils of overgrowth to which allusion has just been made; second, to distribute collegiate advantages over a wider area without loss of that union in which is strength; third, to unify by affiliation already existing institutions of collegiate grade, at the same time strengthening them by incorporation into a metropolitan university organization; and, fourth, to give to students of differing vocational prospects and purposes a better combination of liberal and technical training for their various vocations than could possibly be afforded either by one college of unlimited size, or by technological schools independent of university associations and influences.<sup>1</sup>

With respect to the postgraduate departments, the original statutes of organization provided that there should be at least four such: first of all, the three professional schools of theology, law, and medicine, and next to these and partly including them, the so-named School of All Sciences. This, by the fundamental principles of the total University organization, crowns and

<sup>1</sup> See *Boston University Year Book*, Vol. I., p. 21. Also, *Fourteenth Annual Report*, pp. 7-11.

unifies the entire structure ; crowns it, because the student reaches this School by passing up through one of the collegiate departments below ; unifies it, because its Faculty consists of the University Senate, that is to say, of all the regular Professors of all the Colleges and Schools of the entire University. Its intended ultimate comprehensiveness is well indicated by its comprehensive name.

Another unique feature here deserves attention. As, according to the organic law and sequence of the departments, the Colleges conduct to the Schools, so both conduct to that yet larger and more inclusive department known as The Convocation. In few things did Boston University more radically depart from general American tradition than in its conception of graduation. The following extract from the Fourth Annual Report explains the conception adopted : —

The Convocation.

In most, if not all American universities, graduation terminates the membership of the student. Commencement day sunders not only the bond that binds him in daily association to his class, but also that which unites him to the institution itself. A triennial or quinquennial catalogue may thenceforward, as a matter of history, show that he was once a member, and that he is living or dead ; but it is only a matter of history. In the universities of Germany, where graduation is a matter of little account, and is sought by exceedingly few, the laws of the institution generally fix a limit, for example, five years from the time of matriculation, when by force of the regulation the membership of the student expires.

Entirely different is the theory of membership adopted in this University. Here real membership is to begin, when in the other case it ceases. Before taking his first degree the student is, in an important sense, a probationer. He can reach a permanent life-membership only by gaining at least one degree. If he can win his

first degree, he is thereby promoted to membership in the University Convocation, where through life he is effectively related to the conduct and government of the institution. Under this plan, which more resembles that of the English universities than any other, graduation is not the excision of a student from the body academic, not the disinheriting of a son by a *Mater* no longer *alma*, not the expatriation of a citizen by a local literary republic, it is promotion, reception into fuller membership, a loading with new honors and responsibilities. The superiority of the plan over the ordinary one, its tendency to give to the University unity and strength and commanding public influence, is obvious at a glance.

Under the adopted plan of organization, then, the whole body of those who in any of the Colleges or Schools have been admitted to the status of graduates, have been admitted to life-membership in the University. This is unlike the ordinary "Alumni Association." Membership in the Convocation is not an optional matter with the individual, or dependent on the payment of an annual fee. In another important respect the body differs from the alumni associations of ordinary colleges and universities, in that its presiding officer is by fundamental statute the President of the University. The Convocation is thus no after-thought, no subordinate appendage or annex to the University, —it is a most important, if not the most important vital constituent of the total organism. Its members, now numbering over two thousand, are already represented in all the Faculties, in the Senate, in the Council, and in the supreme governing Corporation. In no other university in the world have graduates as such—without fee and without solicitation on their part—the privileges and honors that have been accorded them in this.

It might be thought that a university comprehending so many departments, and especially departments of rank so different as these collegiate and post-collegiate ones, would be in danger of lacking that strong, vital unity which is needful in a wide-spread organization. What are the constitutional safeguards against such a peril?

Vital  
Unity.

First, the Corporation. This is to all departments the custodian and administrator of all pecuniary means, the source of all authority, the court of ultimate appeal.

Second, the Council. In this, all departments are represented by their executive officers, and to it all ordinary questions of inter-departmental interest are to be referred. Subject to the approval of the Corporation, its decisions are of binding force.

Third, the Senate, or Faculty of the School of All Sciences. In this, as already seen, all Faculties are represented by all their full professors. The integrating force of this factor in the life of the University is already great, but in time it will become of vastly higher moment.

Fourth, the Convocation. Without the Convocation the processions constantly moving through the several Colleges and Schools would be divergent and divisive; with it, on the contrary, they are all convergent and unifying. However far apart the starting points of those who seek the various departments of the University, however dissimilar the scholastic courses which they come to pursue, all — whether they realize it or not — are steadily moving towards a common goal, all are steadily qualifying themselves for life-membership in one and the same abiding association, the University Convocation.



With four such all-controlling and all-centralizing forces as the above, it is evident that the unity of the University is abundantly protected.

The inter-dependencies of the organization are also interesting and of vital importance. The individual undergraduate students find a higher unity in the class; the classes in the department; the department in its Faculty; the Faculties in the Senate; the Senate in the Council; the Council in the Corporation; the Corporation in its President. In like manner the individual graduate students find a higher unity in their particular Convocation Chapter; the Convocation Chapters in the Convocation; the Convocation in its constitutionally elected officer; its constitutionally elected officer in the President of the University.

Such in meager outline was the plan of organization adopted by the originators of Boston University. With such a differentiation and co-ordinating of all desirable forms of undergraduate work, combined with the described diversification and interordinating of professional and other post-graduate instruction, and with the organic unification and utilization of all graduates in one life-long association, the University presented to the world a new type of university organization, structurally symmetrical and perfectly articulated at the start, yet capable of greater progress in comprehensiveness with accompanying growth in unity than any that had ever before been seen. In view of this fact, it has been studied with great attention by all organizers of the more recent American universities, and even by the professional educators and scholastic administrators of the Old World.



Next after the planning of the University came the opening of the Professional Schools.

The first of the Statutes of Organization contained the following provision : —

The departments of Boston University shall consist of two general classes : first, those which presuppose on the part of the student a previous collegiate training ; and second, those which do not. The former shall be called Schools, the latter Colleges.

It was further determined that there should be four departments of the first class, and they were provided in the following order : —

The School of Theology, by adoption, in 1871.

The School of Law, in 1872.

The School of Medicine, by adoption, in 1873.

The School of All Sciences, in 1874.

At the date of the organization of the University each of its three original corporators, now called founders, was a corporation officer and influential patron of the Boston Theological Seminary. It was only natural that they should desire to see the Seminary transferred to the University and adopted as its School of Theology. Accordingly, the Trustees of the Seminary, after procuring the consent of the patronizing clerical conferences and an enabling act from the Legislature, transferred and, upon certain accepted conditions, legally conveyed to the Trustees of the University the school maintained by them, together with all the property and trusts belonging thereto. This gave to the University, as its first department, the largest theological school in New England and one of the largest in the country. The property transferred amounted to a

First department  
opened.

little less than a quarter of a million dollars. Ninety-four students were in attendance at the time, and the former graduates of the Seminary, two hundred and thirty-five in number, were adopted as alumni of the University. In this way, while the University itself dates back no further than 1869, its first department is in possession of a history which goes back to 1839. The department is also interesting as being the oldest theological seminary of the Methodist Episcopal Church, and the first ever opened without discrimination to women as well as men.<sup>1</sup>

Viewed with respect to the progress of theological education in America, several facts deserve mention in this place. It is not generally known that this School was the first in the country to make the historic, systematic, and philosophic study of the religions of all peoples and of all ages an integral and permanent part of the theological curriculum. It makes a like claim with respect to the systematic and comprehensive study of Christian Missions. It was the first to place in a "Second Division" all students whose preliminary academic degrees were inferior to a solid Bachelor of Arts, or were lacking altogether, and to restrict the degree of Bachelor of Sacred Theology to students successfully completing the full three years' curriculum of the School in the "First Division." Unlike many

<sup>1</sup> The real founder of the School, the Rev. John Dempster, S. T. D., was the son of a Scotchman, who, after receiving his education in the University of Edinburgh, was sent by John Wesley as a missionary to the American colonies. Its history from 1839 till 1872 is given at some length in the *Annual Report of the School of Theology of Boston University* for the year 1871-72. Also, in A. W. Cummings' *Early Schools of Methodism*, New York, 1887.

similar schools, it has never given its degree or even a certificate of graduation to any candidate who had not completed the regular three years' course in Hebrew. It was the first to organize a Graduate Chapter with monthly and other meetings, with a printed organ for the publication of its transactions, and with a projected method of promotion to the doctorate in sacred theology, on the basis of tested attainment and ability in some department of theological scholarship. Among its instructors have been, as public lecturers, the most eminent representatives of different communions. In the emancipation of American theological instruction from the narrowness of that traditional form in which it was, and to a great extent still is, limited to teachers representing a single denomination only, this School was one of the first and most effective pioneers. In this respect it led all the New England divinity schools, those at Cambridge, Andover and New Haven not excepted.

The School of Law was opened in October, 1872. In first arranging for the new department the trustees invited the Honorable Edmund H. Bennett, LL. D., to the Deanship, but owing to temporary ill health he could not accept. The choice then fell on the brilliant and learned George Stillman Hillard, and a fortunate one it was. Mr. Hillard was singularly favored alike in personal gifts and in his associations. Among his schoolmates there were many who afterwards achieved renown. Yet both in the Boston Latin School and in Harvard College he easily carried away the highest honors. He had as a college classmate Robert C. Winthrop, as a colleague in teaching

Second  
School.

George Bancroft, as a law-partner, Charles Sumner, as intimate and life-long friends and associates, George Ticknor, Daniel Webster, Rufus Choate, Edward Everett, Henry W. Longfellow, Oliver Wendell Holmes and all that galaxy of scholars, orators, and poets, which made the middle of this century a kind of golden age in American letters. In elegant scholarship, in appreciation of art, in oratorical finish, in brilliancy of conversational power, he was at least the peer of any one of this rare company. Of one of his orations, Mr. Sumner said: "This production has placed its author among the most prominent minds of the country." Mr. Pierce in his eulogy before the Suffolk Bar remarked: "All things considered, Mr. Hillard was the best converser this community ever enjoyed." Longfellow said of him: "He was absolutely unrivaled in fluency of speech, in beauty of diction, in suggestiveness of thought and as to his power of memory." The last great work of his life was his part in the organization and early administration of the School of Law. During the two years that the school was under his wise care, it gained a position and character which ensured its remarkable subsequent growth. His personal interest in the individual students won for him an affectionate esteem as universal as it was deserved. Meantime, his relations with the other members of the University Council and with the colleagues of his own Faculty were of the most cordial and delightful character.

The professors and lecturers whom the Trustees secured for the School constituted a group of singular eminence and ability. Among them were the Honora-

ble Henry W. Paine, Dr. Francis Wharton, Judge Benjamin R. Curtis, Judge Edmund H. Bennett, N. St. John Green, Esquire, Judge Benjamin F. Thomas, Judge Dwight Foster, Hon. Charles Theodore Russell, Hon. Edward L. Pierce, Judge Otis P. Lord, Melville M. Bigelow, Esquire, and Hon. William B. Lawrence.

At the time of the chartering of Boston University the condition of the existing Schools of Law in this country was far from creditable. The Harvard University Law School probably enjoyed a higher reputation than any of the others, yet in it the entire instruction was given by three persons. Instead of offering a fixed course graded throughout according to the rational sequence of subjects, the authorities admitted students at any time, and claimed that those who were beginning the study of the law could enter upon branches suitable for them at the commencement of any term. The entire course covered but two abbreviated scholastic years. Moreover, as the President has more than once officially stated, there was at that time in the Harvard Law School no examinations whatever; students were admitted, promoted, and in the second year graduated, without ever being called on to pass a single test beyond that of duly paying the fees. In the other schools in different parts of the country the instruction offered was inferior to that given in Cambridge and generally less in quantity. In many of them, attendance upon lectures six months and a prompt payment of fees secured the only honors they could give.

The projectors of Boston University believed it time for an advance movement. At the outset, therefore,



they adopted statutes of organization providing for a course of instruction scientifically graded and extending through three scholastic years. A few years later, this good example was followed at Cambridge, and at present two or three other American schools are adjusted or are about to adjust themselves to it. The honor of pioneership in the introduction and maintenance of the three years' course, and of the rational grading of the subjects included in it, belongs to Boston University.

During the school year 1874-75, in consequence of Mr. Hillard's failing health, Mr. St. John Green was made Acting Dean, but upon the death of the latter in the Summer of 1876, Judge Edmund H. Bennett was again called to the Deanship, which position he has honorably and efficiently filled from that date to the present time.

The School of Medicine was opened in the  
 Third fall of 1873. Between seventy and eighty  
 School. students successfully passed the entrance examinations, were matriculated and assigned, according to their advancement, to various classes. A few months earlier, the Trustees of the New England Female Medical College — the oldest of its kind in existence — being embarrassed in their financial resources and convinced that the school projected by the University could do for the medical education of women far more than the College, leased their building to the University Trustees, and at length, with authority from the Legislature, united their school with the one just organizing. The result abundantly justified their course. Successive enlargements and improvements



have been made in the buildings, the elegant new Homœopathic Hospital has risen on land adjoining, instruction in scope and variety quite superior to that of the preceding institution has been offered and maintained. The Dean of the new Faculty from the beginning has been I. Tisdale Talbot, M. D., to whose energy and tact the school is greatly indebted for its growth and prosperity.

Such radical improvements in provisions for the training of candidates for the learned professions attracted universal attention. As a consequence, the newly established Professional Schools were at once crowded with students. In the numbers in attendance, the young University almost immediately outranked the only two others which at that time maintained the same three faculties, to wit: Harvard and Yale. The aggregate of professional students in New Haven, Cambridge and Boston for the four years 1874-1878 were as follows:

Striking  
Growth.

	Yale.	Harvard.	Boston.
In 1874-75 . . . . .	206	351	235
In 1875-76 . . . . .	217	372	414
In 1876-77 . . . . .	191	436	440
In 1877-78 . . . . .	193	422	425
	<hr/>	<hr/>	<hr/>
Totals,	807	1581	1631

From which it appears that the aggregate in Boston University was fifty more than in Harvard, and was more than double the entire aggregate of Yale.

Already in the Third Annual Report of the President the attention of the Trustees was called to the seriousness of the responsibilities resulting from such a state

of things. Several pages of comparative statistics were given, and at the conclusion the following summary and appeal : —

It is thus statistically shown :

1. That last year the number of professional students in Boston University was forty-two more than in Harvard, and one hundred and ninety-seven more than in Yale.

2. That, counting all departments, the number of tributary collegiate and professional institutions was the same as in Harvard, and five more than in Yale.

3. That, taking the entire membership of the University, its percentage of graduate students was six higher than Harvard's and nine higher than Yale's.

4. That, counting out the academic element, and comparing the remaining departments common to the three, Boston's percentage of graduate students was but two below Yale's, while it was two more than double the percentage of Harvard. These are most sobering facts. They are here presented, not in any spirit of vain-glory or even of gratulation, but because of the impressiveness of their moral. Being facts, they ought to be known to every Trustee and patron of the University. They should be pondered by each until a profound sense of the immense responsibilities devolved upon the University is realized. In the highest forms and ranges of American education, a place has been given to this young institution, such as has been vouchsafed to no other. For good or for evil, it is to train a high percentage of the learned of the nation. Its standards will powerfully affect the standards of all grades of American schools. Its quality of its work will tell upon culture, upon morals and piety, upon civilization and progress, from ocean to ocean. Without an ever increasing vigilance, and greatly increased pecuniary resources, the custodians of the institution will forfeit unprecedented opportunities.

Of course, a showing of this kind was little less than alarming to the time-honored leaders of New England education. It called for fresh plans and larger resources and higher ideals, and if the new millions of

money, which since 1878 have been secured for Yale and Harvard, have enabled them to make a somewhat better relative showing, both the millions and the improved showing are believed to be ascribable in some degree to the brave leadership and friendly stimulation of their younger metropolitan sister.

The first undergraduate department of the University was the College of Music. It was <sup>The Col-</sup> opened in 1872, in rooms connected with <sup>leges.</sup> Music Hall. The requirements for admission were higher than in any similar institution in America. It was the purpose of the Trustees to furnish facilities at that time unknown in the country, and to offer a training adapted to the needs of the graduates of the best conservatories and schools. Could they have foreseen the financial history of the next five years, they would certainly have deferred the undertaking. As it was, they had good reason to expect an early and ample endowment of the College. In generous faith a few friends of the movement, including two or three members of the Corporation, subscribed a guarantee fund, and the Dean-elect having pledged himself to be responsible for the expenses, and later having given bonds to secure the University against all liability to loss from the venture, the Board of Trustees, on the third of July, 1872, formally authorized the opening of the College.

In October of the same year, the Corporation had the pleasure of accepting as a first gift for its benefit, a cottage on Cottage Avenue, Martha's Vineyard. This was an auspicious beginning of the anticipated endowment, but unfortunately, less than a month later came

the great Boston Fire, and close upon that the financial disasters which made the following year so mournfully memorable. The very life of the College, and even that of the University, was for a time in imminent peril. Of the subscribers to the guarantee fund, some found it extremely difficult, some perhaps impossible to pay. The energy, skill, and perseverance manifested by the Dean, Dr. Tourjée, in carrying the enterprise through so long and so disheartening a crisis, deserve admiration. The history of the College was more than creditable. Its standards were worthy of the first institution of its grade in America. Its instruction was thorough, its course protracted, its graduates select and full of promise. In 1891 its work was adopted by the New England Conservatory of Music, and constituted its Graduate Department, according to the terms set forth in the University Year Book for 1892.

But the highest of all acts of faith and courage ever performed by the Trustees of Boston University, was the opening of the

The College  
of Liberal  
Arts.

College of Liberal Arts in 1873. The great conflagration of the preceding November had laid in ashes every building of the Rich estate save one. The ensuing commercial panic was already upon the country. The annual income of the University was insufficient for its existing departments. Despite all the discouragements, however, a large double house situated on Beacon Street was purchased, a prospectus issued, and in the autumn a first class organized. Twenty-two students, instructed chiefly by two professors, constituted the infant College the first year. Its Dean was the Rev. John W. Lindsay, S. T. D., form-

erly President of Genesee College, N. Y., later Professor of Old Testament studies in Boston Theological Seminary. In the year 1882, on his resignation of the office after a very successful administration, it was filled by the appointment of Rev. William E. Huntington, Ph. D., who has held the place and efficiently discharged its duties until the present time.

Of the applicants for admission in 1873, the average age was 20.5 years; in 1874 it was 20.1; in 1875 it was 19.48; in 1876 it was 19.85. Taking the first four classes, therefore, it appears that at the time of admission the average age was 19.98, or substantially 20 years. This was more than a year and a half higher than the average age of students entering Harvard College the corresponding years, and almost two and a half years higher than the average in the same institution twenty years earlier. The fact is of interest, as showing the relative maturity of the undergraduates of the new University, and the propriety of the large confidence which the authorities have uniformly cherished in their capacity for self-control.

No sooner had the College its full complement of classes, than the authorities began to raise the standard of requirements for admission, with a view to restrict the attendance and to improve the quality of the work accomplished. This policy was due partly to the fact, that the College was fast outgrowing its accommodations, partly to a conviction that American collegiate education needed the stimulus and inspiration of a few examples higher than the highest then existing. Accordingly, the fourth volume of the University Year Book announced such

Advances  
Standards.



new requirements as represented at the least a full year's work beyond the average requirement of the other American classical colleges. The additions were distributed over five years, and the privilege of dividing the total entrance examination was granted. For the first time in history, a knowledge of four languages besides the student's vernacular was required for admission to a college of liberal arts. Still further to limit the numbers applying, the three years' course leading to the degree of Bachelor of Philosophy was discontinued; the tuition fee was raised from \$60 to \$100; and, finally, the practice of remitting the tuition fee in whole or in part in certain known cases of poverty and merit, was abandoned. Probably, the history of the colleges of the country would be searched in vain for a case of self-restriction so radical and severe.

What was the result? A singular stability in the membership of the college. The total annual attendance for the five years following the announcement is shown in the following figures: 105, 107, 126, 127, 107, the average being a fraction over one hundred and fourteen. The variation was caused almost wholly by the varying number of graduate students in attendance. The aggregates of candidates for the degree of Bachelor of Arts were: 89, 88, 89, 90, 82. It is certainly wonderful that any college, particularly one so young and so provisionally housed and equipped, could have maintained itself even for a quadrennium against the combined influences of four repressive measures of such severity simultaneously enacted.

The following year, 1881-82, was marked by special advances. The Faculty was enlarged, the new quarters



on Somerset Street were obtained, and sixty-four free Scholarships, in memory of Isaac Rich, established. About the same time, the colleges and secondary schools of New England having requested the earnest co-operation of all parties interested in the establishment of uniform requirements for admission to college, the College of Liberal Arts reduced its standard to that agreed upon by the representatives of the other institutions. Great enlargement followed. The present attendance is more than three times as great as was that of the year just mentioned. The former total was 97; the latter is 329.

No sketch of this college would be reasonably complete without mention of the eminent service it has rendered to the profounder philosophical studies in a time of shallow and confused empiricism, and to the cause of broad and solid education in a time of narrowing but ably championed popular hallucinations respecting "special" undergraduate studies. Its stout and uncompromising opposition to all educational quackery, however labeled; its resolute maintenance of classical and philosophical studies in full honor; its fearless leadership in new departments and methods, have given it a wide and beneficent influence in the educational world.

In the original statutes of organization of Boston University, provision was made for a College of  
Agriculture. College of Agriculture. The financial situation after the great fire of 1872, however, made it plain that many years would necessarily elapse before a department of this kind could be established upon an adequate foundation. It was also ascertained that the

trustees and officers of the Massachusetts Agricultural College, at Amherst, were willing to furnish instruction of the kind desired, and to co-operate with the University in the promotion of its aims in this direction. Accordingly, in January, 1875, the trustees of the State institution unanimously accepted certain propositions from the University Corporation, by virtue of which the College secured an honorable alliance with the University, and the University substantially an agricultural department. The articles of agreement were unanimously ratified by the trustees of the University, Feb. 11, and were printed in the Report of the College to the Legislature for 1874-75.<sup>1</sup> In the eighteen years which have since elapsed, the alliance has greatly contributed to mutual advantage. At no time has anything occurred to mar the cordiality of the relationship, or to weaken the effectiveness of the co-operation. In the meantime, the University has directed many students to the College, and the students of the College have prized their relation to the University, and on graduation, with few exceptions, have been received into permanent membership in the University Convocation.

On a former page, reference has been made to the School of All Sciences, and to its unique significance as the crowning department of instruction in the University. But for the financial disasters of 1872, it is believed that this school would before the present time have become the most conspicuous and effective of all thus

<sup>1</sup> See also the "Sixth Annual Report of the President of Boston University," pp. 26-27.

far organized. At the time its statutes were drafted, no similar graduate department with instruction, examinations, and advanced degrees for graduate students, existed in any American university. Not until 1873 was the attainment of the degree of Master of Arts, even in Cambridge, conditioned upon work done and examinations passed subsequent to the reception of the Bachelor's degree. It was intended that this School, novel in name as well as in purpose, should before this time be all, and even more than all, that the since-founded Johns Hopkins has become. The very first public announcement made by the University relative to its work presented the following unprecedentedly broad and comprehensive prospectus : —

When fully organized, the instruction presented will include all branches of knowledge adapted to the ends of a universal postgraduate school.

To qualified specialists it will aim to provide, as rapidly as resources shall permit, thorough instruction in, —

*All Cultivated Languages and their Literatures.*

*All Natural and Mathematical Sciences.*

*All Theological, Legal, and Medical Studies.*

*All Fine Arts, properly so called.*

*All branches of Special Historical Study, etc.*

For qualified students of generalizing aims, instruction will be provided as rapidly as possible in the Universal Sciences. Under this term are included all those disciplines in which the matter common to several special sciences is treated as a larger whole. When this is done *genetically*, there results, according to the method employed, a universal or comparative history of the matter treated ; when *statically*, a universal or comparative science of it ; when *philosophically*, a universal or comparative philosophy of it. Here, therefore, belong such sciences as these : —

*Universal or Comparative History of Languages.*

*Universal or Comparative Philology.*

*Universal or Comparative Philosophy of Language, or Philosophy of Language universally considered.*

*Universal or Comparative History of Religions.*

*Universal or Comparative Theology.*

*Universal or Comparative Philosophy of Religion, or Philosophy of Religion universally considered.*

*Universal or Comparative History of Laws.*

*Universal or Comparative Jurisprudence.*

*Universal or Comparative Philosophy of Law, or Philosophy of Law universally considered.*

*Universal or Comparative History of Societies.*

*Universal or Comparative Sociology.*

*Universal or Comparative Philosophy of Society, or Philosophy of Society universally considered.*

These sciences are all of recent birth, several of them, indeed, scarce christened ; but all of them are legitimate children of the new science and new methods of the nineteenth century. Others are sure to follow.

Of course the realization of a plan so comprehensive must be the task of generations. It will require immense endowments. At the same time a good beginning has been made. Despite all losses and limitations of a financial kind, provisions have been made which have been highly appreciated by increasing numbers of graduates from scores of American colleges. How steady the growth of the School in students has been, may be seen in the following record of attendance year by year : — 7-11-11-23-37-39-45-53-73-78-101-102-100-107-114-100-99-117-130.

In the year 1874, in the interest of this graduate department, an agreement was entered into with the authorities of the National University at Athens, and with those of the Royal University at Rome, securing

to Boston University the advantages set forth on pp. 20-23, in Volume Second of the University Year Book. The increasing value and far-reaching possibilities of these international alliances were more fully presented in the thirteenth Annual Report. Their full utilization calls for the immediate endowment of a number of Fellowships for archæological students. Hardly a greater service to American scholarship could be rendered than by such endowments on a liberal scale.

Professor John W. Lindsay was Acting Dean of the School from the beginning until his resignation in 1882; he was followed in the same duties by President Warren, who served until 1887; and by Professor Sheldon, who served in 1887-88. In the latter year Professor Bowne was appointed Dean, and has filled the position since that time.

The establishment of the University first became possible by the decision of Mr. Rich to devote to this purpose the bulk of his estate. On his decease, January 13, 1872, it was found that by the terms of his will private bequests to the amount of \$23,000 were to be paid from his estate together with life annuities to the amount of \$3,000 per annum; and that at the end of ten years the whole remaining property together with its accumulations was to be made over to the Trustees of Boston University. The trustees under the will were also directed to pay to the University three years from his decease the sum of \$10,000, two years later the sum of \$20,000, and two years after that \$30,000. The value placed upon the estate by its legal appraisers was \$1,700,000.

Financial  
Growth.



As already stated, the great fire of 1872 laid in ashes every building but one, in which the Rich estate was invested, while the panic which followed so nearly destroyed the marketable value of other investments, that new buildings could be erected only by mortgaging their smoking sites. In this way, a staggering blow was inflicted upon the infant institution — a blow the more serious as it disabled so generally all who would gladly have rallied to its support. Despite all care, less than \$700,000 were ultimately realized from the Rich bequest. Fortunately, however, courageous and able financiers were at the head of affairs, and by prudence and good management the crisis was safely passed. Few large gifts have been received, yet so skillfully has the property been administered that for every twelvemonth which has elapsed since the establishment of the present fiscal year, the Treasurer's report has shown a gain in net assets. The following table, exhibiting these gains for the last fourteen years, is one well worthy of permanent historic record :

Year ending, Aug. 31,	Total Assets.	Liabilities.	Net Assets.
1879,	\$394,944 28	\$64,379 07	\$330,565 21
1880,	409,480 19	76,255 58	333,224 21
1881,	431,008 86	80,982 10	350,026 76
1882,	1,103,577 23	130,622 94	972,954 29
1883,	1,179,535 99	155,974 64	1,023,561 35
1884,	1,228,639 71	189,370 25	1,039,269 46
1885,	1,135,272 92	72,165 67	1,063,107 25
1886,	1,242,353 16	98,121 58	1,144,231 58
1887,	1,288,971 45	36,391 02	1,252,580 43
1888,	1,282,805 89	2,833 51	1,279,972 38
1889,	1,420,207 84	3,434 10	1,416,843 74
1890,	1,462,585 53	3,363 70	1,459,221 83
1891,	1,577,487 73	85,291 49	1,492,196 24
1892,	1,599,000 70	80,204 23	1,518,796 47



To prevent misunderstanding it should be added that a portion of this increase has resulted from the gradual appreciation of unproductive property, and that the growth of the University in students has quite outrun its growth in income available for enlargements in teaching force and in buildings. The administration is therefore still embarrassed for lack of necessary means, and compelled to enforce in many directions painful and injurious economies. See closing section of this Report.

The year here reviewed was one of marked prosperity. Every department showed an <sup>The Past</sup> increase in attendance over the year preceded- <sup>Year.</sup> Moreover the aggregate attendance in the whole University was larger than ever before.

In the College of Liberal Arts one hundred and fifty-eight courses of instruction were offered, and nearly all were given to classes quite as large as are desirable. In several cases the numbers electing a course were too large for the most effective work. For this growing embarrassment the only remedy is an enlargement of our staff of instructors.

But one new instructor was added last year, Mr. Stanislas Danion, A.B., LL.B., who, making exclusive use of the French language, conducted an advanced class in literature by lecture and classical French texts.

Scholarships to the aggregate amount of \$10,600 were granted to over one hundred worthy beneficiaries.

The growth of the College during the past decade is shown in the following table of students in attendance : —

In 1881-82	.	.	.	.	.	.	.	97
In 1882-83	.	.	.	.	.	.	.	101
In 1883-84	.	.	.	.	.	.	.	144
In 1884-85	.	.	.	.	.	.	.	166
In 1885-86	.	.	.	.	.	.	.	164
In 1886-87	.	.	.	.	.	.	.	181
In 1887-88	.	.	.	.	.	.	.	207
In 1888-89	.	.	.	.	.	.	.	277
In 1889-90	.	.	.	.	.	.	.	292
In 1890-91	.	.	.	.	.	.	.	326
In 1891-92	.	.	.	.	.	.	.	329

Here is an increase of more than three hundred per cent in ten years. The final total would set up two colleges as strong as was this in 1885-86, or three stronger than was this in 1881-82. It is greatly to be desired that means may be found to organize a second College of Liberal Arts within the next five years.

The College of Agriculture was never in so effective a condition as now. Appropriately fostered by the state and national authorities, it is rapidly assuming the position and accomplishing the purposes in the hope of which its founders lived and labored.

The controversy between the Institute of Technology and the College relative to the latest congressional grant to the Agricultural Colleges, was settled by the Supreme Court on the old basis, giving two-thirds to the College and one-third to the Institute. While this controversy was going on, three payments had been made by the United States Treasurer, amounting to \$32,000 for the College. This the authorities at Washington have decided can only be spent for providing educational facilities, in other words, apparatus and books. Over two thousand

books have consequently been placed in the library. The Veterinary department has been well equipped with an Auzoux clastic model of the horse, and a number of other separate models to be used in the recitation room ; as, for example, the leg and hoof of the horse, which can be taken apart, showing every portion and its make-up and composition, the foetal sheep, the uterus and placenta of the cow ; an egg, showing the different membranes and the nucleus ; enlarged models of the eye, the ear, the throat, the hand, etc.

In the department of Physics several thousand dollars' worth of apparatus has been added, illustrating sound, heat, light, electricity, etc. Large additions have been ordered for the Chemical department, but they have not yet been received. In the Botanical and Horticultural department great improvements have been made. The State this year granted \$8000 for the repair of the old greenhouses, and for the erection of new—which are to include a vegetable house, a rose house, and a cold grapery. In addition to the above, funds were provided for the erection of a tool and seed house. This last has been one of the especial wants of the department.

In the Agricultural department, a museum intended for the illustration of the progress of agriculture in this country has been commenced. When completed it will be one of the most instructive features of the College.

Some important changes in the undergraduate and graduate courses of study are in contemplation for next year. As soon as these are approved and carried out they will add to the teaching force five new men.

The recent growth of the College of Agriculture is shown by the following totals of students year by year : —

1887-88 . . . . .	103
1888-89 . . . . .	125
1889-90 . . . . .	133
1890-91 . . . . .	160
1891-92 . . . . .	163

In the School of Theology the enrolment was decidedly greater than ever before. Of the one hundred and sixty in attendance, one hundred and four were college graduates.

The territory from which the students came was as usual extensive. While New England was well represented, a far larger number were from the Middle and Western and Northwestern States. No less than ten came from the Pacific coast. Three or four representatives of mission fields in South America and India, and one from South Africa, were present.

The steadiness of the recent growth of the School is gratifying. The last quadrennial report gave the following figures. The number enrolled in the years 1888-91, was no less than fifty per cent. in advance of the number enrolled in 1884-87. The average per year for the previous quadrennium was 94 ; in the present quadrennium it has risen to 141.

Still greater encouragement comes from the fact that the attendance of college graduates has been augmented by 61 per cent. The average for each year in 1884-87 was 56 ; in 1888-91 it advanced to 91.

In 1884-87 the average number of new students for

each year was 46, while the average for 1888-91 rose to 67.

The total number graduated during the quadrennium was 119. Of these, 12 have become foreign missionaries and the remainder have entered the home fields.

The increase of the attendance in this School since 1886-87 has been as follows :

1886-87 . . . . .	75
1887-88 . . . . .	105
1888-89 . . . . .	117
1889-90 . . . . .	130
1890-91 . . . . .	141
1891-92 . . . . .	153

From which it appears that the school has more than doubled in the lustrum.

By a special contract with the Trustees of the General Theological Library, executed in December, this collection of over twenty thousand volumes, with its valuable reading-room and facilities for quiet study, was made free to the Faculty and students of the School of Theology.

The stately property on Beacon Hill, acquired in 1886, has proved an almost ideal site for a theological institution. To the seclusion of a quiet residence street near the heart of the city, it adds ready access to other departments of the University, to three libraries (one of them the largest in America), to art galleries and museums, to invaluable lecture courses, as it also affords opportunity for the study of the life of great churches and for training in the modern methods of city mission work

Professor Mitchell, having completed seven years of service, was granted a furlough for rest and special study. He spent the year in Europe, returning in much improved health. His place was temporarily supplied by Professor A. Hallén, S. T. B., Ph. D., now of Upsala, Sweden.

In the School of Law the total number in attendance was two hundred and ten. This was a larger number than in any previous year. Fifty had already been promoted to literary degrees in different colleges and universities, five in Harvard College. Seventeen were already members of the bar.

The territory from which patronage was drawn was wide. Two foreign countries and twenty-three States of the Union were represented, to wit: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, North Carolina, South Carolina, Virginia, Ohio, Indiana, Kentucky, Michigan, Wisconsin, Nebraska, Iowa, Kansas, Washington, California, New Brunswick, and Prince Edward Island. So wide a recognition of the advantages offered is certainly gratifying.

The steady growth of the School the past quadrennium is shown by the following table:—

1887-88 . . . . .	141
1888-89 . . . . .	153
1889-90 . . . . .	179
1890-91 . . . . .	193
1891-92 . . . . .	210

More than two thousand dollars were lately expended in the purchase of books for the library which is now much more complete than formerly.



To the Gallery of Legal Celebrities there was added during the year a fine oil portrait of the late Professor Elias Merwin. For this the University is indebted to the generosity of his sons. It is a precious reminder of an unsurpassed teacher of Equity Jurisprudence.

The following are some of the distinguished men now represented upon the walls of the library and its adjacent halls: Hon. Benjamin R. Curtis, late Justice of the Supreme Court of the United States, Chief Justice Shaw of Massachusetts, Rufus Choate, Charles O'Connor, Jared Sparks, James Russell Lowell, Oliver Wendell Holmes, John Greenleaf Whittier, Ralph Waldo Emerson.

English Judges, Lord Chancellors Hardwicke, Thurlow, Lyndhurst, Brougham, Cottonham, Chelmsford. Lord Chief Justices Kenyon, and Mansfield, and Sir John Patterson, of the King's Bench.

Sir Matthew Hale and Sir Nicholas Tindal, Lord Chief Justice of England.

Baron Abinger of the Exchequer, Sir William Erle of the Common Pleas, Lord Stowell of the High Court of Admiralty, Attorney General Fitzroy Kelley.

In the School of Medicine the sixteenth of March was a day of unusual interest. At <sup>A Historic Day.</sup> eleven o'clock, A. M., the two new wings of the Hospital connected with the School were opened with services in which the Governor of the Commonwealth and Bishop Phillips Brooks participated. A portion of the State Legislature were also present. This was the more appropriate from the fact that new buildings had been erected by a state appropriation of \$120,000.

At three o'clock, P. M., the new Dispensary Building, located less than three hundred feet from the School, was formally opened. This occupies a site donated by the city, and a delegation from the city government was in attendance.

In the evening a third public service was held in connection with the dedication of the new Laboratory and Library Building of the School of Medicine. This last has been erected in a most substantial manner at a cost of \$75,000. All three buildings were kept open through the day and evening, and thousands of invited guests improved the opportunity to inspect the notable improvement. Views of the building are presented herewith. Though the ownership of the Hospital and Dispensary is not vested in the Trustees of the University, their availability as aids in the instruction and training of physicians and surgeons is none the less. Important clinical advantages are also enjoyed in the adjacent City Hospital.

It is widely known that this medical School was the first in America to present and maintain a course of instruction four years in duration and to encourage all students to pursue it. It was also the first to discontinue all shorter courses, and to make the four years one a requirement of all candidates for the degree of Doctor of Medicine.

A considerable number of the best medical colleges of the country have within two years followed our example in this last provision. Those of Harvard University and of the Universities of Michigan and Pennsylvania are adjusting themselves to the new order, while others have it under serious consideration.

The total attendance upon the School for the past four years has been as follows : —

1888-89 . . . . .	98
1889-90 . . . . .	102
1890-91 . . . . .	112
1891-92 . . . . .	132

No year in the history of the department has been marked by equal progress in scholastic accommodations and in subsidiary appliances. It is hoped that its friends will embrace an early opportunity to visit the new buildings, and to acquaint themselves with the large and growing group of institutions now centering about the School.

The whole number of students in all departments was one thousand and sixty-nine. Their classification is presented in the following table : —

	Men.	Women.	Total.
College of Liberal Arts . . . . .	117	212	329
College of Music . . . . .	—	—	—
College of Agriculture . . . . .	163	—	163
School of Theology . . . . .	156	4	160
School of Law . . . . .	203	7	210
School of Medicine . . . . .	77	55	132
School of All Sciences . . . . .	83	34	117
	—	—	—
Sum by departments . . . . .			1111
Counted twice . . . . .			42
Total . . . . .			1069

The totals since 1880 show a very gratifying advance. They stand as follows : —

In 1880-81 . . . . .	507
In 1881-82 . . . . .	555
In 1882-83 . . . . .	602

In 1883-84	.	.	.	.	.	.	.	614
In 1884-85	.	.	.	.	.	.	.	620
In 1885-86	.	.	.	.	.	.	.	710
In 1886-87	.	.	.	.	.	.	.	769
In 1887-88	.	.	.	.	.	.	.	775
In 1888-89	.	.	.	.	.	.	.	875
In 1889-90	.	.	.	.	.	.	.	928
In 1890-91	.	.	.	.	.	.	.	1020
In 1891-92	.	.	.	.	.	.	.	1069

Inasmuch as in the whole history of education this University was the first ever organized from the outset and throughout on a basis of perfect equality for men and women, it is of interest to compare the proportion of each from year to year. Glancing back eighteen years to the first Year Book summary according to sex, we find the relative numbers as follows :

Year.	Young Women.	Young Men.
1874-75 . . . . .	102	376
1875-76 . . . . .	144	483
1876-77 . . . . .	163	502
1877-78 . . . . .	171	495
1878-79 . . . . .	174	458
1879-80 . . . . .	113	397
1880-81 . . . . .	101	404
1881-82 . . . . .	117	428
1882-83 . . . . .	132	464
1883-84 . . . . .	155	455
1884-85 . . . . .	164	456
1885-86 . . . . .	160	550
1886-87 . . . . .	179	590
1887-88 . . . . .	195	580
1888-89 . . . . .	250	625
1889-90 . . . . .	256	672
1890-91 . . . . .	290	730
1891-92 . . . . .	312	757
Totals . . . . .	3178	9422

Of the total attendance the first year named, the young women constituted twenty-one per cent. At present they constitute twenty-nine per cent. Taking the grand totals, it is found that the average per cent. for the period is twenty-five. In the eighteen years there has been a gain of only eight per cent. in the direction of equality. Indeed, in the last fifteen years the gain has been but about six per cent.

At the Annual Commencement in June last, one hundred and ninety-nine were promoted to membership in the University Convocation, to wit: —

Latest Pro-  
motions.

With the Degree of	Men.	Women.	Total.
Bachelor of Arts . . . .	13	27	40
Bachelor of Philosophy . . . .	3	8	11
Bachelor of Science . . . .	19		19
Bachelor of Theology . . . .	34		34
Bachelor of Laws . . . .	57	3	60
Doctor of Medicine . . . .	16	8	24
Master of Arts . . . .		1	1
Doctor of Philosophy . . . .	6		6
With Diploma Certificates:			
In School of Theology . . . .	3		3
Bachelor of Music . . . .	1		1
Totals . . . . .	152	47	199

This was twenty-two more than were graduated the preceding year.

The annual report of the Treasurer shows that at the close of the fiscal year, Aug. 31, 1892, the assets of the University were as follows:

Finances.

Real estate above encumbrance . . . .	\$1,370,113 62
Stocks, bonds, notes receivable, etc. . . .	182,943 40
Sundries . . . . .	45,943 68
Total . . . . .	\$1,599,000 70

The liabilities at the same date were \$80,204.23, leaving the excess of assets over liabilities \$1,518,796.47.

The largest gift of the year was a bequest of \$30,000 by the late Miss Lovicy D. Paddock of Boston, to establish a fund, the interest of which is to be applied to the assistance of worthy and needy young men and young women.

Urgent Needs. Whatever lives and grows, has living and growing needs. Fortunately, the growth of the University implies a growth in public favor, and presumably, an increase in the number of those who are both able and willing to minister to its wants.

The Trustees have just invested large sums for buildings and other accommodations rendered necessary by the almost unmanageable growth of the College of Liberal Arts, the School of Law, and the School of Medicine. Any gifts to aid in meeting these outlays will be extremely welcome.

Plans have been drawn for a much needed enlargement of the Hall of the School of Theology, but until new and large gifts are received, this improvement must remain unaccomplished.

A suitable gymnasium is fast becoming a necessity. All existing provisions are certainly inadequate.

Five hundred dollars would enable the head of the mathematical instruction to make some very desirable additions to the instruments used in that department.

The first of the three founders of Boston University was the first Bostonian that ever left for public uses a gift exceeding one million dollars. Since that time he



has had no successor. Twenty years and more have passed since that beneficent bequest was determined upon, recorded and witnessed in the will and testament of which it was a part. Is it not time for Boston to produce a second millionaire benefactor? The number of persons able to devote a million dollars to public uses has probably quadrupled at the very least, since Isaac Rich initiated the princely line. Why may we not expect an early successor?

It is not necessary to ask what Boston University could do with a million dollars. All who know its needs and opportunities, know that it could at once use every dollar of it as economically and usefully as it has used the funds hitherto entrusted to it. Its School of All Sciences alone needs a million as soon as it can possibly be furnished. The same is true of its College of Liberal Arts. Its Professional Schools would still be imperfectly endowed were the million divided among them. To equip the institution with a Library equal to those of the leading universities of the world would require much more than a million of dollars. To enable the University to do what it ought to do and desires to do in the interest of the higher education of women, would require the addition of at least a million to its endowments. If any public spirited individual desires to leave a million for the founding and endowment of a distinct new College, it can better be done in connection with the University than it could be in isolation. In fine, there is almost no end to the useful forms of investment which could be suggested, forms that would certainly redound to the advantage of coming generations, and to the influ-

ence and fame of our goodly city. Such opportunities should powerfully influence all men and women providentially called to make testamentary disposition of the great fortunes of their generation.

Smaller benefactions are capable of accomplishing great good. For example, gifts and bequests may be made effective for the promotion of Christian education in this institution in any of the following modes : —

1. The annual gift of one hundred dollars will secure free tuition to some eager and worthy collegiate student, who otherwise would not be able to undertake the acquisition of a liberal education. The same sum suffices to pay the board of a student for one school year in our School of Theology. Many who now through poverty cannot come, would do so, if furnished this small amount of assistance. Moreover, in later years, they would in many cases return such gifts for the help of others, and so renew and perpetuate the beneficence indefinitely.

2. Permanently endowed Scholarships accomplish the same ends for all time. We have a number, but need more in every department. Under our statutes these scholarships are of three classes, called the first class, second class, or third class, according as their endowment is three thousand, two thousand, or one thousand dollars. One such scholarship in the College of Liberal Arts educates one student every four years, twenty-five every century, and through these many thousand more.

3. The latest results in scientific, historic, and other investigation cannot be known without access to the latest books and periodicals. That each of our depart-

mental Libraries should be annually replenished is therefore an indispensable necessity. For this purpose, in each department, we need several hundred dollars every year, or endowments yielding that amount.

4. A Fellowship or a Lectureship in any department may be permanently endowed by the gift of \$10,000. The donor's name will be given thereto, or that of any cherished friend whom the donor may wish to keep in lasting remembrance. For the training and utilizing of the highest scholars these foundations are of incalculable importance. As yet, we have but two. Who will found another, and another?

5. The powers of one of the most gifted and best educated of men may be perpetually employed in teaching, on the donor's behalf and in his name, the best things pertaining to the life which now is, and to that which is to come, for the interest of \$40,000 invested in a permanently-endowed Professorship. This creation may also bear the name of the donor, or that which may be dearer to him than his own. Many such professorships are yet needed in each of our various departments.

6. The University needs additional buildings for University purposes. In some of the present ones the over-crowding is inconsistent with comfort and best results in teaching. Half a million dollars expended at once in this direction would give no more than the most necessary additional accommodation. Still, each \$50,000 for new halls, or for the enlargement of old ones, will bring at one point or another great relief.

The history of Boston University thus far calls for devout gratitude. May the thanksgiving of its friends become substantial thank-offerings. And may every like period of its future history be signalized by an equal prosperity.

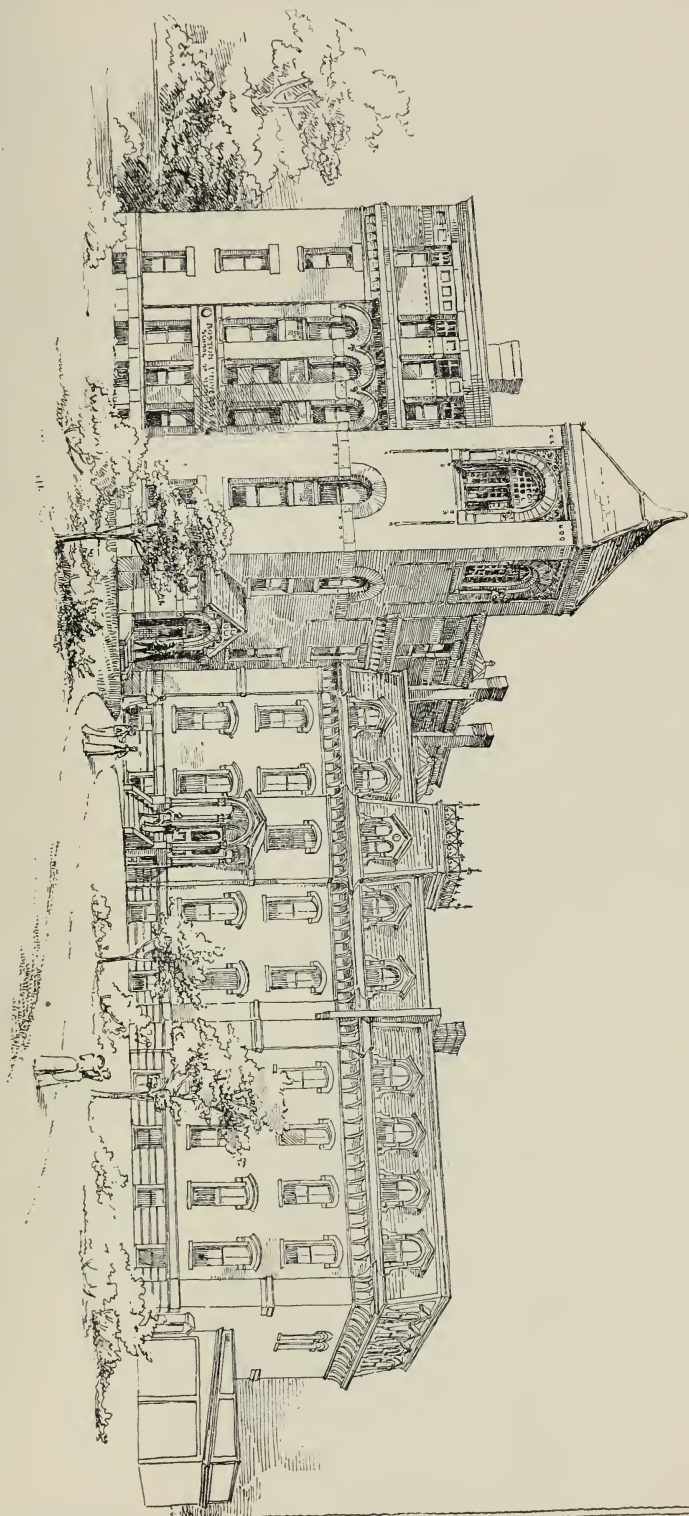
WILLIAM F. WARREN.

BOSTON, Jan. 23, 1893.

VIEWS  
OF THE  
NEW BUILDINGS.





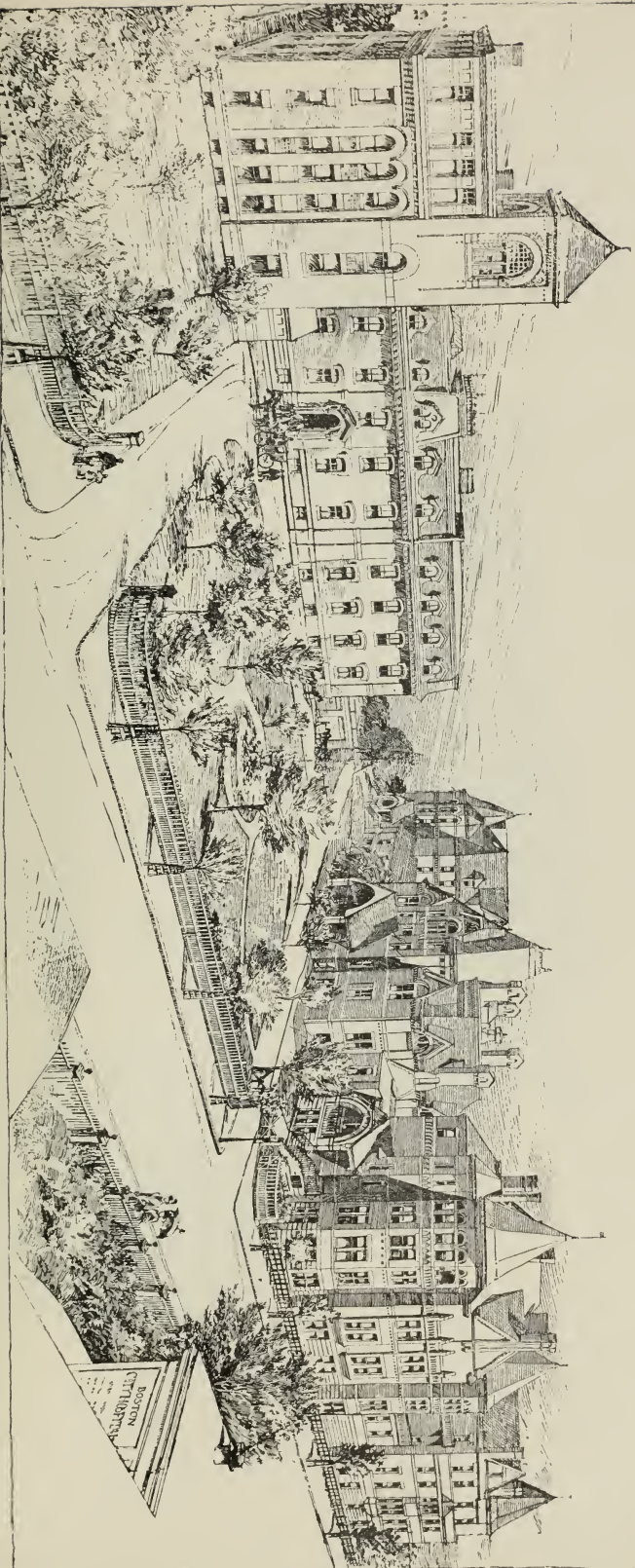


BOSTON UNIVERSITY : SCHOOL OF MEDICINE.



BOSTON UNIVERSITY SCHOOL OF MEDICINE.

MASSACHUSETTS HOMOEOPATHIC HOSPITAL.

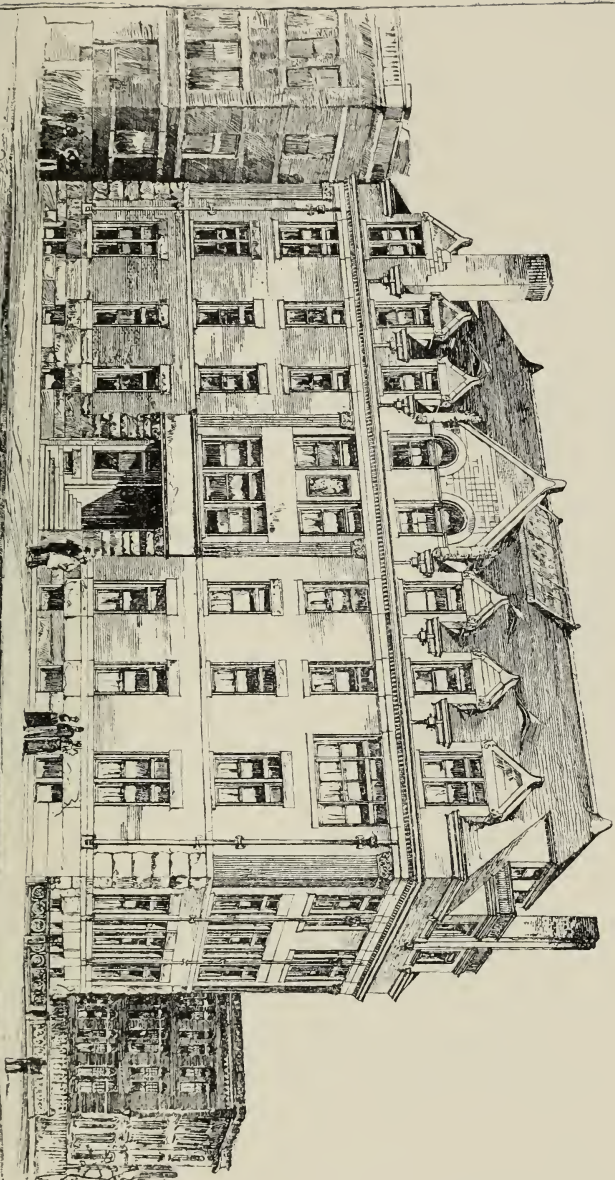






HOMEOPATHIC MEDICAL DISPENSARY. BOSTON, MASS.

ALLEN & KIRKMAN ARCHTCTS







## APPENDIX.

### THE UNIVERSITY CORPORATION.

HON. WILLIAM CLAFLIN, LL. D., President.

HON. ALDEN SPEARE, Vice-President.

WILLIAM N. BRODBECK, S. T. D., Secretary.

RICHARD W. HUSTED, Esq., Treasurer.

WILLIAM F. WARREN, S. T. D., Member *ex-officio*.

James F. Almy, Esq.

Rev. W. N. Brodbeck, S. T. D.

Hon. Joseph Chadwick.

Mrs. Mary B. Claflin.

Hon. William Claflin, LL. D.

William R. Clark, S. T. D.

Hon. Chester C. Corbin.

Hon. Edward H. Dunn.

Oliver H. Durrell, Esq.

Prof. Sara A. Emerson, A. B.

Hon. John D. Flint.

Bishop R. S. Foster, S. T. D., LL. D.

William O. Grover, Esq.

J. W. Hamilton, S. T. D.

Hon. H. O. Houghton, A. M.

Richard W. Husted, Esq.

Hon. Luman T. Jeffs.

Edwin H. Johnson, Esq.

Pliny Nickerson, Esq.

Charles Parkhurst, S. T. D.

Willard T. Perrin, S. T. B.

John D. Pickles, Ph. D., S. T. B.

William E. Russell, LL. D.

Sarah E. Sherman. M. D.

Hon. Alden Speare.

Daniel Steele, S. T. D.

Geo. M. Steele, S. T. D., LL. D.

### THE UNIVERSITY COUNCIL.

WILLIAM F. WARREN, S. T. D., LL. D., President.

WILLIAM E. HUNTINGTON, Ph. D., Dean of the College of Liberal Arts.

HENRY H. GOODELL, A. M., President of Mass. Agricultural College.

MARCUS D. BUELL, S. T. D., Dean of the School of Theology.

EDMUND H. BENNETT, LL. D., Dean of the School of Law.

I. TISDALE TALBOT, M. D., Dean of the School of Medicine.

BORDEN P. BOWNE, LL. D., Dean of the School of All Sciences.

## FACULTIES.

*COLLEGE OF LIBERAL ARTS.*

12 SOMERSET STREET.

William F. Warren, LL. D., President.

William E. Huntington, S. T. B., Ph. D., Dean and Professor of Ethics and History, Newton Centre.

Augustus H. Buck, A. M., Professor of Greek, Wellesley.

Borden P. Bowne, LL. D., Professor of Philosophy, 380 Longwood Avenue.

William H. Niles,<sup>1</sup> A. M., Professor of Geology, 10 Linden St., Cambridge.

Charles R. Cross,<sup>1</sup> Sc. B., Professor of Physics, Norfolk House.

Henry C. Sheldon, S. T. D., Professor of Sacred and Church History, West Newton.

Alpheus Hyatt,<sup>1</sup> Sc. B., Professor of Biology and Zoology, 7 Avon Street, Cambridge.

Thomas B. Lindsay, Ph. D., Professor of Latin and Sanskrit, Auburndale.

Judson B. Coit, Ph. D., Professor of Mathematics and Astronomy, Newton Centre.

Daniel Dorchester, Jun., Ph. D., Professor of Rhetoric, English Literature, and Political Economy, Malden.

Hinckley G. Mitchell, Ph. D., S. T. D., Professor of Semitic Languages, 29 West Cedar Street.

Marcus D. Buell, S. T. D., Professor of New Testament Studies, 70 Mt. Vernon Street.

Edward N. Kirby, A. B., Snow Professor of Elocution and Oratory.

James Geddes, Jun., A. M., Professor of French, Spanish, and Italian, Brookline.

Marshall Livingston Perrin, Ph. D., Professor of German and Anglo-Saxon, Wellesley Hills.

Thomas E. Pope,<sup>1</sup> A. M., Assistant Professor of Chemistry, Brighton.

Joseph R. Taylor, A. M., Assistant Professor of Greek and Latin, Jamaica, Plain.

William Marshall Warren, Ph. D., Assistant Professor of Philosophy, Cambridge.

Balfour H. Van Vleck, Sc. B., Lecturer on Botany, Zoology, and Physiology Andover.

George H. Fall, A. M., LL. B., Lecturer on Roman Law, Malden.

Edward Collins,<sup>1</sup> Jr., Sc. B., Instructor in Physics.

Ernest I. Antrim, A. M., Instructor in English.

Helen Louise Blackwell, Instructor in Calisthenics, Newton.

---

Thomas B. Lindsay, Ph. D., Librarian.

Judson B. Coit, Ph. D., Director of the Observatory.

John Wenzel, Assistant Librarian, Ashland.

<sup>1</sup> Members of the Faculty of the Massachusetts Institute of Technology

*COLLEGE OF AGRICULTURE.*

AMHERST, MASS.

- Henry H. Goodell, LL. D., President; Professor of Modern Languages and English Literature.
- Levi Stockbridge, Honorary Professor of Agriculture.
- Charles A. Goessmann, Ph. D., LL. D., Professor of Chemistry.
- Samuel T. Maynard, Sc. B., Professor of Botany and Horticulture.
- Clarence D. Warner, Sc. B., Professor of Mathematics and Physics.
- Charles Wellington, Ph. D., Associate Professor of Chemistry.
- Charles H. Fernald, Ph. D., Professor of Zoölogy.
- Rev. Charles S. Walker, Ph. D., Professor of Mental and Political Science.
- William P. Brooks, Sc. B., Professor of Agriculture.
- Lester W. Cornish, First Lieutenant Fifth Cavalry, U. S. A., Professor of Military Science and Tactics.
- George F. Mills, A. M., Professor of English.
- James B. Paige, V. S., Professor of Veterinary Science.
- Robert W. Lyman, Lecturer on Farm Law.
- Fred. S. Cooley, Farm Superintendent.

*SCHOOL OF THEOLOGY.*

72 MT. VERNON ST.

- William F. Warren, S. T. D., President, and Professor of Comparative Theology and of the History and Philosophy of Religion, 329 Broadway, Cambridgeport.
- John W. Lindsay, S. T. D., Professor Emeritus of Exegetical Theology, West Newton.
- Marcus D. Buell, A. M., S. T. D., Dean and Professor of New Testament Greek and Exegesis.
- Luther T. Townsend, S. T. D., Harris Professor of Practical Theology, Watertown.
- Henry C. Sheldon, A. M., S. T. D., Professor of Historical Theology, West Newton.
- Hinckley G. Mitchell, Ph. D., S. T. D., Professor of Hebrew and Old Testament Exegesis, Instructor in Assyrian, etc., 29 W. Cedar Street.
- Olin A. Curtis, S. T. D., Professor of Systematic Theology, 70 Mt. Vernon St.
- Edward N. Kirby, A. B., David Snow Professor of Elocution and Oratory.

- Borden P. Bowne, LL. D., Lecturer on Theism and the Philosophy of Ethics, 329 Longwood Avenue.
- William E. Huntington, Ph. D., Lecturer on Christian Ethics and the History of Ethical Thought, Newton Centre.
- James Mudge, S. T. D., Lecturer on Missions, Clinton.

Frank M. Bristol, S. T. D., Chicago, Lecturer (1891-92) on Preaching.  
 Bishop Henry W. Warren, Lecturer (1892-93) on the Bible in Education, Denver, Colo.  
 Marshall L. Perrin, Ph. D., Instructor in German, Wellesley Hills.  
 James Geddes, Jun., A. M., Instructor in Spanish, Brookline.

---

*SCHOOL OF LAW.*

10 ASHBURTON PLACE.

William F. Warren, LL. D., President.  
 Edmund H. Bennett, LL. D., Dean and Professor, 10 Tremont St.  
 Charles Theodore Russell, A. M., Professor, 27 State St.  
 Samuel C. Bennett, LL. B., Assistant Dean and Professor, 10 Tremont St.  
 Melville M. Bigelow, Ph. D., Professor, 209 Washington St.  
 Frank Goodwin, A. M., Professor, 28 State St.  
 Arthur H. Wellman, LL. B., Professor, 28 Congress St.  
 Homer Albers, LL. B., Professor, 199 Washington St.

LECTURERS AND THEIR TOPICS.

Edmund H. Bennett, LL. D., Contracts; Partnership; Wills.  
 Samuel C. Bennett, LL. B., Agency.  
 Josiah H. Benton, Jr., LL. B., A. M., Law of Railroads, Ames Building.  
 Melville M. Bigelow, Ph. D., Bills and Notes; Torts.  
 George H. Fall, Ph. D., LL. B., Development of Law, Pemberton Sq.  
 Frank Goodwin, LL. B., Real Property.  
 William G. Hammond, LL. D., History of the Common Law, St. Louis, Mo.  
 Frank Parsons, Insurance, 10 Tremont St.  
 Edward J. Phelps, LL. D., Constitutional Law, Burlington, Vt.  
 Charles S. Rackemann, LL. B., Massachusetts Conveyancing, Boston.  
 Charles T. Russell, A. M., Admiralty and Shipping; Evidence; Parliamentary Law; Pleading and Practice, 27 State St.  
 Charles T. Russell, Jr., LL. B., Law of Elections, 27 State St.  
 James Schouler, LL. D., Bailments; Domestic Relations, 60 Congress St.  
 George R. Swasey, LL. B., Sales, 39 Court St.  
 Charles H. Tyler, LL. B., Landlord and Tenant, 199 Washington St.  
 Arthur H. Wellman, LL. B., Equity Jurisprudence; Equity Pleading.  
 Henry A. Wyman, LL. B., Criminal Law, Federal Building.  
 Wm. B. French, 89 State St.  
 G. L. Huntress, 199 Washington St.  
 Harvey N. Shepard, 53 State St.  
 J. Merrill Lord, Real Property, 54 Devonshire St.  
 Samuel J. Elder, Ames Building.  
 Conrad Reno, LL. B., Theses, 60 Devonshire St.

## INSTRUCTORS AND THEIR TOPICS.

Homer Albers, LL. B., Bills and Notes; Common Law Pleading.  
 George W. Anderson, LL. B., Equity, 209 Washington St.  
 Samuel C. Bennett, LL. B., Contracts; Sales; Torts.  
 Charles F. Jenney, LL. B., Massachusetts Practice, 199 Washington St.  
 Joseph R. Smith, LL. B., Evidence, 5 Tremont St.  
 Arthur H. Wellman, LL. B., Real Property, Malden.

*SCHOOL OF MEDICINE.*

## EAST CONCORD STREET.

William F. Warren, LL. D., President.  
 I. Tisdale Talbot, M. D., Dean, Professor of Surgery, 66 Marlboro St.  
 Conrad Wesselhoeft, M. D., Professor of Pathology and Therapeutics, 661  
 Boylston St.  
 Henry C. Ahlborn, M. D., Professor of Pathology and Pathological Anatomy,  
 258 Marlboro St.  
 J. Heber Smith, M. D., Professor of Materia Medica, 279 Dartmouth St.  
 Walter Wesselhoeft, M. D., Professor of Obstetrics, Cambridge.  
 Henry C. Angell, M. D., Professor of Ophthalmology, 16 Beacon St.  
 Herbert C. Clapp, M. D., Professor of Diseases of the Chest, 11 Columbus Sq.  
 Edwin E. Calder, A. B., Professor of Chemistry, Providence, R. I.  
 Denton G. Woodvine, M. D., Professor of Diseases of the Throat, 739 Tremont  
 Street.  
 Howard P. Bellows, Professor of Otology, 344 Boylston St.  
 Adaline B. Church, M. D., Professor of Gynæcology, 102 Huntington Ave.  
 John P. Sutherland, M. D., Professor of Anatomy, 157 Newbury St.  
 Edward P. Colby, M. D., Professor of Nervous Diseases, 344 Boylston St.  
 John L. Coffin, M. D., Professor of Diseases of the Skin, West Medford.  
 Horace Packard, M. D., Associate Professor of Surgery and Director of the  
 Museum, 362 Commonwealth Ave.  
 George R. Southwick, M. D., Associate Professor of Obstetrics, 160 W. Chester  
 Park.  
 Alonzo Boothby, M. D., Associate Professor of Surgery and Surgical Diagnosis,  
 Brookline.  
 John H. Payne, M. D., Associate Professor of Ophthalmology, Pierce Building.  
 Fred. B. Percy, M. D., Associate Professor of Materia Medica, Brookline.  
 James B. Bell, M. D., Lecturer on Surgery, 178 Commonwealth Ave.  
 Joseph W. Hayward, M. D., Lecturer on Fractures, Dislocations and Gun-shot  
 Wounds, Taunton.  
 William L. Jackson, M. D., Lecturer on Electro-Therapeutics, 84 Dudley St.  
 Elijah U. Jones, M. D., Lecturer on Sanitary Science, Taunton.  
 J. Wilkinson Clapp, M. D., Lecturer on Pharmaceutics, 10 Park Sq.

- James Hedenberg, M. D., Lecturer on Diseases of Children, Medford.  
 N. Emmons Paine, M. D., Lecturer on Insanity, W. Newton.  
 E. W. Burdett, Esq., Lecturer on Medical Jurisprudence, Brookline.  
 Nathaniel W. Emerson, M. D., Lecturer on Minor Surgery, Dorchester.  
 Charles L. Nichols M. D., Lecturer on History and Methodology of Medicine,  
 Worcester.  
 Winfield S. Smith, M. D., Lecturer on Anatomy, 124 West Newton St.  
 Frank C. Richardson, M. D., Lecturer on Nervous Diseases, 1 Saratoga Pl.  
 George H. Earl, M. D., Instructor in Obstetrics, 64 Huntington Ave.,  
 Walter H. White, M. D., Librarian, 192 Dartmouth St.  
 A. Howard Powers, M. D., Demonstrator of Anatomy, 756 Tremont St.  
 N. L. Damon, M. D., Demonstrator of Anatomy, Dorchester.  
 George E. May, M. D., Lecturer on Physiology, Newton Centre.  
 Maurice W. Turner, M. D., Instructor in Pathology and Therapeutics, Brook-  
 line.  
 Frederick W. Halsey, M. D., Lecturer on Diseases of the Rectum, 231 West  
 Newton.  
 George B. Rice, M. D., Lecturer on Dietetics.  
 Frederick P. Batchelder, M. D., Instructor in Physiology and Curator of Museum  
 295 W. Chester Park.  
 Winthrop T. Talbot, M. D., Instructor in Pathology, 66 Marlborough St.



# INDEX.

A	PAGE
Age of the first classes . . . . .	25
Agriculture, College of . . . . .	27, 34
Assets, table of . . . . .	32
Athens, University of . . . . .	30

B	
Bachelor of Arts required . . . . .	16
Bancroft, Hon. George . . . . .	18
Bennett, Dean E. H., Esq. . . . .	17
Bigelow, Melville M. . . . .	18
Boston Theological Seminary . . . . .	15
Bowne, Dean Borden P. . . . .	31
Brodbeck, Rev. Wm. N. . . . .	49

C	
Cambridge, University of . . . . .	8
Catholicity in teaching . . . . .	17
Choate, Hon. Rufus . . . . .	18
Claffin, Lee, founder . . . . .	6
Claffin, Hon. William . . . . .	6
College of Agriculture . . . . .	27, 34
Registration . . . . .	42
College of Liberal Arts . . . . .	24, 33
Founding of . . . . .	24
Extraordinary standard . . . . .	25
Early attendance . . . . .	26
Services to education . . . . .	27
College of Music . . . . .	23
Registration . . . . .	24
Comparative tables . . . . .	21, 22
Convocation, The . . . . .	11
Corporation . . . . .	6, 49
Powers and functions . . . . .	13
Council, The University . . . . .	13
Curtis, Hon. Benjamin R. . . . .	19

D	
Dempster, Rev. John . . . . .	16
Diagrams illustrating University organization . . . . .	7-9

E	
English University . . . . .	8
Evils of overgrowth . . . . .	9

F	PAGE
Fellowships needed . . . . .	31, 47
Finances, Annual Report . . . . .	32, 43
Financial History . . . . .	31
Fire, The Great Boston . . . . .	24, 32
Foster, Hon. Dwight . . . . .	19

G	
German Gymnasium . . . . .	7
German University . . . . .	7
Graduation, Theory of . . . . .	11
Greene, St. John, Esq. . . . .	19, 21, 22

H	
Harvard University . . . . .	19, 40
Hebrew required . . . . .	17
Hillard, Dean Geo. S. . . . .	17
Homœopathic Hospital . . . . .	39
Huntington, Dean W. E. . . . .	25

I	
Institute of Technology . . . . .	34, 50

L	
Lawrence, Hon. William B. . . . .	19
Law School . . . . .	17, 38, 52
Libraries needed . . . . .	47
Lindsay, Dean John W. . . . .	24, 31
Longfellow, Henry W. . . . .	18
Lord, Hon. Otis P. . . . .	19

M	
Massachusetts Agricultural College, 27, 34	
Medicine, School of . . . . .	20, 29, 53
Million Dollars, uses of . . . . .	45
Missions, Instruction in . . . . .	16

N	
New England Female Medical College, 20	

O	
Organization, types of . . . . .	6-14
Oxford University, The . . . . .	6

P	PAGE
Paine, Hon. Henry W. . . . .	19
Pierce, Hon. Edward L. . . . .	18
Planning of the University . . . .	6-14
Professional Schools . . . . .	15
Opening of . . . . .	15-23

R	
Rich, Isaac, founder . . . . .	6
Scholarships . . . . .	27
Will of . . . . .	31
Example to Bostonians . . . . .	45
Rome, University of . . . . .	30
Russell, Hon. Chas. Theodore . . . .	19

S	
School of All Sciences, The . . . . .	28
Prospectus of . . . . .	29
Growth . . . . .	30
School of Law opened . . . . .	17
First Dean . . . . .	17
Professors . . . . .	10
Advanced demands . . . . .	18
School of Theology, origin . . . . .	15
Peculiarities of . . . . .	16, 17
Enlargement needed . . . . .	44
Sleeper, Jacob, founder . . . . .	6
Speare, Hon. Alden . . . . .	49
Students, totals of . . . . .	41, 42
Classification by sex . . . . .	42
Sumner, Hon. Charles . . . . .	17

T	PAGE
Talbot, I. Tisdale, Dean . . . . .	21
Thomas, Hon. Benjamin F. . . . .	19
Ticknor, Hon. George . . . . .	18
Tourjée, Dean Eben . . . . .	24

U	
University of Athens . . . . .	30
University, Boston, location . . . . .	6
Organization . . . . .	6-14
Sequence of departments . . . . .	11
Life membership in . . . . .	11
Its unity . . . . .	13
Interdependencies . . . . .	14
First department . . . . .	15
A pioneer . . . . .	42
University, The English . . . . .	8
University, The German . . . . .	7
University, Organization, types of . .	6-9
University of Rome . . . . .	30

W	
Webster, Hon. Daniel . . . . .	17
Wharton, Hon. Francis . . . . .	19
Winthrop, Hon. Robert C. . . . .	18
Women in attendance . . . . .	42, 43

Y	
Yale University . . . . .	21, 22
Year Book, The University . . . . .	42

Boston University.

---

PRESIDENT'S

ANNUAL REPORT

1892-93.

PRESENTED JANUARY 22, 1894.

---

BOSTON :

UNIVERSITY OFFICES, 12 SOMERSET STREET.

1894.

# CONTENTS.

---

	PAGE
NEW CITY HALL SITE PROPOSED . . . . .	3
PROPOSAL DEFEATED . . . . .	6
AGITATION RENEWED . . . . .	7
RAPID TRANSIT BILL DEFEATED . . . . .	8
NEW CONSIDERATIONS ON RAPID TRANSIT . . . . .	10
NEW CONSIDERATIONS ON STATE HOUSE SITE . . . . .	14
THE BOSTON OF THE FUTURE . . . . .	18
THE UNIVERSITY OF GREATER BOSTON . . . . .	20
 THE UNIVERSITY CORPORATION . . . . .	 21
THE UNIVERSITY COUNCIL . . . . .	23
THE UNIVERSITY SENATE . . . . .	24
THE UNIVERSITY CONVOCATION . . . . .	24
 THE COLLEGE OF LIBERAL ARTS . . . . .	 26
THE COLLEGE OF AGRICULTURE . . . . .	29
 THE SCHOOL OF THEOLOGY . . . . .	 31
THE SCHOOL OF LAW . . . . .	35
THE SCHOOL OF MEDICINE . . . . .	37
THE SCHOOL OF ALL SCIENCES . . . . .	39
 THE UNIVERSITY REGISTRATIONS . . . . .	 40
THE UNIVERSITY PROMOTIONS . . . . .	41
THE UNIVERSITY FINANCES . . . . .	42
PRESENT NEEDS . . . . .	42
TWENTY-FIFTH CHARTER DAY . . . . .	45

# NINETEENTH ANNUAL REPORT

## OF THE

### PRESIDENT OF BOSTON UNIVERSITY.

---

*To the Honorable and Reverend, the Trustees of Boston University:*

The President of the University has the honor to present his report for the year ending Sept. 20, 1893.

#### NEW SITE FOR THE CITY HALL PROPOSED.

In February, 1892, in a message to the City Council, his Honor, the Mayor of Boston, called attention to the desirableness of securing a new City Hall, upon a new and larger site. The location chiefly recommended was the square on which our general University administration building, the College of Liberal Arts, and the School of Law are situated. As the city's power to dispossess citizens and corporations of their lands for public purposes under the right of eminent domain is limited by law to tracts not exceeding one acre, it was necessary to apply to the Legislature for additional authority before this square containing two acres could be taken. Accordingly a petition for such additional authority was soon sent to the State House and referred to the Joint Committee on Cities and the State House. On the 13th of April, returning home after a brief absence on necessary business, the undersigned learned that on the evening before a hearing had been held by the Committee and definitely closed by vote. It was further learned that no accessible Trustee of the University had had knowledge of the hearing, and that the same was true of the officers of the General Theological Library, whose property was also jeopardized by the petition. The Trustees of the Unitarian Building had had but 'a few hours' warning, and though a representative had been present to protest against the grant-

ing of the petition, there had been no time to prepare a suitable argument or a suitable answer to the arguments of the petitioners. The President and Vice-President of our Corporation were absent from the city, and, as the hearing had been held and closed, final action on the part of the Legislature might any day follow. In this emergency the undersigned immediately sought the chairman of the Committee, Mr. Henry Parkman, and earnestly requested a further public hearing. It was urged that no one of the institutions implicated — the General Theological Library Association, the American Unitarian Association, or the University — had had a fair chance to protect its interests. Mr. Parkman did everything which courtesy, or even sympathy, could properly prompt to favor the application; but as it was a joint committee, and the time well on in the session, and the hours available for committee meetings preoccupied for many days ahead, the final result of various conferences and consultations was a decision that the public hearing could not be reopened. One recourse remained. It was possible to reach the Committee and the Legislature through the public prints, and by a respectful statement secure a proper consideration of our interests. Accordingly the same day the undersigned prepared a letter addressed to Mr. Parkman and the Committee, setting forth in earnest terms the hardship to which the University would be subjected were the scheme of the petitioners carried out. This communication appeared in all the leading city papers the following morning, accompanied in some instances with helpful editorial comments.

BOSTON, April 13, 1892.

*To the Honorable Henry Parkman, Chairman of Committee on Cities, and to the Honorable the Members of the Committee :*

GENTLEMEN, — In the name and on behalf of the Trustees of Boston University, the undersigned formally and earnestly and publicly protests against the needless and arbitrary seizure and expropriation of the lands and buildings of Boston University, as proposed by the advocates of a Beacon Hill location for the new City Hall.

In so doing he would most respectfully call attention to the following among other facts and considerations, all of which are of interest to the public, and hence entitled to weigh in the settlement of the serious question which you are called upon to decide.



1. The University, whose property is threatened, is an institution chartered by the State as truly as is the city of Boston. Its rights and interests ought to be as sacred in the eyes of the Legislature, and in the eyes of every citizen represented by the Legislature, as are the rights and interests of the city.

2. The University exists to render the highest possible service to the whole city, to the whole Commonwealth, to the whole nation. Indeed, it is one of the few Massachusetts corporations of recognized international importance. The present year it draws its students not only from thirty-seven of the States and Territories of the American Union, but also from no less than twenty foreign countries. These students number at the present moment one thousand and sixty-nine, and at the rate of increase uniformly maintained in past years will soon amount to two thousand and over.

3. The benefits for the securing of which the Commonwealth chartered the University are distributed with greater impartiality than are those of any equally important educational institution in Massachusetts. From participation therein no nationality, no race, no sex, no religion is excluded. Sons and daughters of citizens of every social rank, from the highest to the humblest, have shared in the privileges provided. Among the alumni of the University are men of highest station, including his Excellency the present Governor of the Commonwealth. Apart from her oldest, it would be hard to name another educational institution whose interests the Legislature is more sacredly bound to protect.

4. The proposed expropriation of the lands and buildings of the University on Somerset Street and on Ashburton Place would be a disaster, not only to the institution itself, but also to the mass of Massachusetts citizens living within thirty miles of its present location. The money that would be awarded for damages could by no possibility create equivalent accommodations for the University in as central and as desirable a location. Were the officials of the city ready to offer twice or thrice the commercial value of the present plant of the University on the lots in question, the Corporation could not for a moment entertain the proposition. Nor could the citizens of the towns adjacent to Boston afford to permit it. The public served from day to day by the central departments of Boston University is a far wider one than that served from day to day at the City Hall. And this fact is one which the members of the Legislature are bound to take into serious consideration. The convenience of the larger public deserves consideration in preference to that of the smaller.

5. In the judgment of the undersigned, as in that of many of the most experienced and judicious citizens, the proposal to remove the business centring in the City Hall from its present convenient location to one far from the centre of the business streets is thoroughly unwise. When it is further considered that access to the new hall would necessitate the climbing of a long hill, and that none of the great lines of street car service would centre in its vicinity, and that the clearing of the new site would involve an absolute destruction of many hundreds of thousands of dollars, and that the erection of the ambitious city palace

desired by the advocates of the proposal would open the floodgates of municipal extravagance and jobbery, — it seems the duty of every good citizen to do all in his power to defeat the project. And this would seem to be a duty, were the interests of the University and the interests of the State that chartered the University in no wise involved.

Commending this protest to the careful attention of every Boston taxpayer, and of every member of the State Legislature, and of every graduate and friend of Boston University, and of every friend of learning and equity and public spirit, I remain, with high respect, your faithful servant,

WILLIAM F. WARREN.

#### THE FIRST DEFEAT OF THE PLAN.

Pending the action of the Legislature, as the time of the regular monthly meeting of our Corporation was past, a special meeting was called to consider the perils of the situation. It was held April 25. The following protest, presented by the Finance Committee, was unanimously adopted : —

*To the Honorable the Senate and House of Representatives of the Commonwealth of Massachusetts :*

*Whereas*, Application has been made to the Legislature of this Commonwealth to authorize the seizure and expropriation of the lands and buildings of Boston University on Somerset Street and Ashburton Place, for the purpose of creating a new site for a proposed new City Hall for the city of Boston; and

*Whereas*, No notice of the hearing jointly given by the legislative Committees on Cities and the State House, on the evening of April 12, came to the knowledge of the Trustees of Boston University: therefore

RESOLVED (1), That we, the Trustees of Boston University, formally and earnestly and publicly protest against the action proposed to the Legislature.

RESOLVED (2), That in case the proposal against which we protest shall be carried out, the injury and damage to this beneficent State-chartered institution must inevitably be many times greater than the commercial value of the lands and buildings expropriated, and that it will be our duty to claim from the city and State corresponding compensation.

RESOLVED (3), That the action of President Warren in publishing a protest against the proposal of the city government receives our hearty approval.

Not long after this was published in the public prints, the bill petitioned for by the city authorities was defeated in the upper house of the Legislature, and thereupon, for a little over a year, nothing further was heard of the scheme which the bill embodied.

## THE AGITATION RENEWED.

Last July a new movement to get possession of the desired site was begun. This time the plan was to proceed without special authority from the Legislature, simply taking at first the permissible acre, and then purchasing at some later date or dates the remainder of the square. On motion the Board of Aldermen passed the following order : —

*Whereas*, The public convenience requires the erection of a new City Hall in the immediate future; and

*Whereas*, By chap. 27, sec. 41, of the Public Statutes, land not exceeding one acre can be taken by the City Council for this purpose :

ORDERED, That the corporation counsel be directed to prepare for the use of this board an order for taking all the estates between Somerset and Bowdoin Streets which are bounded on Ashburton Place, together with such land on the west side of Somerset Street, and such interior lots adjacent to Ashburton Place, as may in the whole aggregate not more than one acre of ground.

In compliance with this action the proper officers of the city government prepared in legal form the several orders for the taking of the parcels of real estate included in the territory specified. On the 12th of October, through Mr. Babson, these orders were transmitted to the Board of Aldermen, and there referred to a committee of three, — Messrs. Fottler, Flood, and Dever. On the 30th of the same month this committee presented a report strongly favoring the taking of the Beacon Hill site. It was accompanied with orders providing for the taking of the fifteen estates included in the acre, to be taken under the right of eminent domain. Our own three estates, the two on Ashburton Place and the one on Somerset Street, were included in this list, and so were not left for subsequent purchase, like the property of the New Jerusalem Church, the American Unitarian Association, the Freeman Place chapel, and the Beacon Street property in general. The valuation given to our property in the report was as follows : \$121,000 for the Ashburton Place portions, and \$176,410 for the Somerset Street part ; total, \$297,410. The document was ordered to be printed, and it was referred to the Committee on Streets and Sewers, which committee includes the whole Board of Aldermen.

Such was the aspect of affairs on the 1st of November. Assurances quasi-official reached us from many sides that the city government had irrevocably committed itself to the new scheme, and that the loss of our site was inevitable. The time for the regular monthly meeting of our Corporation fell on the 13th of the month. In the call for the meeting special notice was given that the question of our imperilled site would be considered. Two special sessions of the Finance Committee had already been devoted to the same subject. The deliberations of the Corporation only deepened the previous conviction that the University could best serve the city and the Commonwealth in its present location, and that it was a clear duty to use all loyal and reasonable means to retain its property. The Finance Committee were instructed accordingly.

#### POSTPONEMENT OF THE QUESTION.

On the 7th of November, fortunately for our cause, the rapid transit bill submitted by the last Legislature had been defeated by the popular vote. This at once removed the claim that the present City Hall must needs be demolished to make room for the projected railway, and that therefore a new site must be sought. The vote also so emphasized the popular demand for prudence and economy in municipal expenditure that the strongest advocates of the new City Hall could not well mistake it. Accordingly, on the very day of our anxious Corporation meeting, his Honor the Mayor sent the following to the City Council.

CITY HALL, BOSTON, Nov. 13, 1893.

*To the Honorable City Council:*

GENTLEMEN, — The defeat of the rapid transit bill at the election last Tuesday involves the settlement of three important municipal questions upon lines independent of those contained in that act, — the subway, the bridge to Charlestown, and the new City Hall.

The proposed subway would certainly furnish a great measure of relief to our crowded streets and quicker transportation for electric cars through the congested section of the city. While it would not give rapid transit such as would be afforded by an elevated road, it would be a much quicker means of transit than any now open to the public; it would free the surface of Tremont Street and its con-

nections for the use of teams and foot passengers, and it would avoid the necessity of widening Tremont Street at the expense of the Common.

These advantages entitle this scheme, in my judgment, to the most serious consideration of the city government. I hope to be able within a short time to transmit the detailed report of the city engineer relating to the cost of construction, stations, and approaches.

The new bridge to Charlestown is an admitted necessity. Whether so elaborate a structure as that contemplated in the act recently submitted to the people is required may perhaps be doubted; but in any event the condition of the existing bridges is such as to justify the city government in appropriating money at once for the construction of a new bridge, either in place of the existing Charles River bridge, or at some point between that and the Warren bridge.

I would recommend the passage of an order authorizing a loan for this purpose. The plans and takings could be made ready during the winter and construction begun early in the spring.

I am still of the opinion that a new City Hall will be needed in the near future; but in the absence of legislative authority to enter upon this enterprise as it should be undertaken, namely, with an appropriation sufficient to procure the land and complete the building, and in view of existing financial conditions and the fact that other municipal work is of more pressing necessity, I would respectfully recommend that all consideration of the City Hall project be postponed for the present. Respectfully submitted,

N. MATTHEWS, JR., Mayor.

In accordance with the recommendations of this note the city government immediately gave its attention to the Tremont Street Subway, and the project of a new City Hall seems for the time indefinitely postponed. Of course the relief of mind experienced by the governing boards of the University, in consequence of the changed condition, is marked. Still, in view of a possible re-agitation of the proposal on some future occasion, it cannot be amiss to present in the following pages of this report some general considerations bearing upon the main question. The University would not for a moment desire the city to sacrifice its own best interests to ours. Fortunately in the interests here contemplated there is not a shadow of conflict. The projects which have brought about an appearance of conflict are not in line with the true interests of the city. At the ballot box the people have authoritatively repudiated them. Inasmuch, however, as great moneyed interests are behind these projects, eagerly coveting opportunity to renew their agitation,



it is wise — as wise for the city as for the University — to keep before the people a correct view of all the questions involved, and to further, as rapidly as possible, the right solution.

#### SUGGESTIONS TO THE PUBLIC.

Less than a week after the completion of the above paragraphs the following self-explanatory communications were given to the public through the columns of the *Boston Herald*: —

#### RAPID TRANSIT AND THE CITY HALL SITE.

(FIRST LETTER.)

*To the Editor of the Herald:*

SIR, — At this time, when so many and so great municipal enterprises are under consideration, the undersigned, yielding to repeated requests on the part of influential and public-spirited citizens, feels constrained to turn from pressing occupations of a more congenial nature to give expression to certain views long entertained, and, as he believes, of considerable importance to our city. These relate primarily to the various plans proposed to insure rapid transit, and, secondarily, to the agitation in favor of a new City Hall site.

#### NEGLECTED DATA.

On the subject of rapid transit, I have read many careful and valuable studies; some written by the highest technical authorities working under official commission, and some by persons who, though laymen in such matters, yet showed that they could make intelligent and useful contributions toward the solution of the main problem. In none of those studies, however, have I found a recognition of certain facts which to me seem of fundamental significance. To a few of them I will, with your permission, here call attention.

If any one will take a map of Boston and draw an air line from the new railroad station, now in process of erection on the north side of the city, to Tremont Street, at the point where it enters Roxbury, he will see that the line lies far to the west of the so-called congested district—in fact, a little to the west of the intersection of Beacon Street and Charles.

Again, if from the point where Washington Street enters Roxbury he will draw an air line to the Charlestown end of Warren bridge, he will find the same result.

Again, if he will draw an air line from the terminal station of the Boston and Albany Railroad to Harvard Square in Cambridge, it will pass to the left, rather than to the right, of the crossing of Charles Street by Beacon.

Again, if he will draw an air line from the hither end of Broadway, South Boston, to the draw in the West Boston bridge, he will find it passing almost exactly over the intersection of Charles and Beacon.



Again, if he will draw an air line from the hither end of Huntington Avenue to Bowdoin Square, or even to the easternmost point of Charlestown, he will once more pass almost exactly over the Charles and Beacon crossing.

Again, if he draw an air line from the new northern station to the stations at the intersection of the Boston and Albany Railroad with the New York, New Haven and Hartford, he will find the same result.

Now, data like these seem conclusively to show that an essential part of the remedy for the congested district is to be sought in a provision by which the through travel and through traffic from north to south and from south to north can be diverted from its present circuitous route through the overcrowded shopping districts on Washington and Tremont Streets, and be given a shorter and quicker transit *on the west side of the Common, and on the northwest side of Beacon Hill.*

To accomplish this end in the most effectual and economical manner

#### A NEW AND BROAD AVENUE

should be laid out, beginning at the corner of Beacon and Charles Streets, rising by a very easy grade sufficiently to pass through or just below Louisburg Square, thence, bending a little to the right and following a more easterly direction, past the north front of the State House extension to Temple Street, there bifurcating in such wise that the left branch would pass through or near Staniford Street to the northern stations, and the right branch would pass the north end of the Court House and end in Scollay Square, opposite Hanover Street. This noble highway might be named State House Avenue, and it should be made, if possible, the most attractive in the city. From the vicinity of Louisburg Square to Bowdoin Street it would be almost perfectly level, and the grade at the two ends would favorably compare with that from Causeway Street to Bowdoin Square.

This needed improvement would quickly repay its full cost in the enhanced value of all real estate in its vicinity. Indeed, it would not be surprising if above the cost it added millions of taxable value to the city. It would inevitably redeem the northern and western slopes of Beacon Hill and give to the land the value to which its central position entitles it. Long before the appointment of the Rapid Transit Commission the eventual construction of this State House avenue was predicted by the undersigned to a resident of Mt. Vernon Street. Even if there were no congested district in Boston, and no necessity for a new and shorter thoroughfare connecting north and south, the new local conditions created by the State House extension would call for the improvement here contemplated. This declaration should carry the greater weight with all parties from the fact that the University with which I am connected will in the near future have need to purchase additional real estate, and hence has a strong pecuniary inducement to oppose the improvement for the sake of keeping property in its vicinity as cheap as possible.

Such a new State House avenue would not, of course, solve all the problems submitted to the Rapid Transit Commission. It would, however, make a right beginning. It would relieve the congested district of an immense proportion of the through travel and through traffic of the city, affording a route not only quicker in time, but also shorter and pleasanter than the old. If built with

#### A SUBWAY UNDER ITS CENTRE,

this connecting with a subway under Charles Street from Beacon to Park Square, — elevating somewhat the grade of Charles, — trains could be easily run from all the northern stations to all the southern, and *vice versa*. As soon as this was secured, all else would quickly follow. The circuit road would be already half or more than half constructed. Either by the construction suggested by the Rapid Transit Commission, or possibly by the proposed harbor tunnel, the missing easterly arc would quickly be supplied. The system, presented as the ideal by the Commission's Advisory Board of Consulting Engineers, would promptly and easily be actualized.

Moreover, the moment a circuit system of rapid transit goes into operation, the resistless gravitative force which now carries all business toward one local metropolitan centre will begin to yield to the wholesome influence of a new attraction, which will tend to carry business out of the jam and press of one local centre toward peripheral points of the business section served by the circuit, where at once ampler room and better light and vastly improved transportation can be had. Under that new attraction the congestion now menacing the future of our vigorously growing city will inevitably and almost immediately vanish.

An incidental advantage that would result from the adoption of the plan above advocated should not remain unnoticed. It is the deliverance of the Charles River from obstructions to navigation and from the pile bridges which are so seriously endangering the harbor of the city. A subway for railway trains along the proposed State House avenue, like the plans of the Rapid Transit Commission, would require the elevation of that part of the road connecting with the stations, or union station, on Causeway Street, and a broad elevated bridge for all lines over the Charles. Thus rapid transit on land would at the same time give rapid transit by water. Should the southern stations or union station also be elevated, — as recommended by the Rapid Transit Commission, — the requirement of the State House avenue subway level would be all the more easily met, and the local street traffic greatly facilitated on all the streets crossed by the southern roads or adjacent to their termini.

#### THE "ALLEY ROUTE" PROJECT,

which so seriously endangered the present City Hall, and which, had it been adopted, would well-nigh have bankrupted the city, was exactly adapted to ag-

gravate the evil it was intended to remedy. Instead of diverting from the overcrowded section the through travel, it would have kept it there and multiplied it many fold. Instead of starting a centrifugal tendency in the very heart of the congestion, it would have intensified the existing centripetal movement and caused it simply to set in from longer distances and with augmented pressure. It was no part of the well-considered recommendations of the Rapid Transit Commission, but a hasty and superficial substitute for those recommendations. Its fundamental principle contradicted as far as was well possible about every principle which the Advisory Board of Consulting Engineers considered fundamental to any satisfactory system. (See Report of the Commission, pp. 261-274.) It is marvellous that a project so crude and worse than unpromising could ever have passed the Legislature. Its recent defeat has doubtless laid it to rest for any future with which the present generation need concern itself. If it has not, it is a satisfaction to know that the more carefully and protractedly the scheme is studied the less will be the likelihood that it can be adopted.

At this point it is proper to say that I had written the foregoing paragraphs as they stand before the city government, in response to his Honor the Mayor's recommendation, postponed the further consideration of a new City Hall, and gave its attention to the project of a

#### SUBWAY UNDER TREMONT STREET.

On the present expediency of this latter project I hardly feel prepared to express a positive judgment. I am confident, however, that it will prove a serious disappointment to those who expect from it a permanent relief for the congested district. Like any other plan that simply facilitates aggregation at the centre of that district, and that does nothing to relieve the district of the ever-augmenting volume of through traffic, it must aggravate the existing evil instead of remedying it. I can but think the Consulting Engineers right, when they found no solution for the fundamental trouble except in a circuit road, which should surround the crowded section and set up new centres of attraction precisely where the needed rapid transit could always be had. It is barely possible that the proposed Tremont Street subway is favored by some because they consider it as merely the first section of a circuit road, on substantially the lines recommended by the Rapid Transit Commission two years ago. On such a view more might be said for it, though even then it would remain obvious that the great through line between the northern and southern depots should be, not along the circuitous and crowded Tremont Street subway, but along some shorter and less thronged route to the west of Beacon Hill. Moreover, it should be a line over which whole railway trains can readily be run. Furthermore, if any parties are favoring and promoting the Tremont Street enterprise on such ulterior grounds, all will agree that they should deal frankly with the public, and especially with the taxpayers of the city, and state the whole case. It certainly would not be honorable to aid in committing the city to such an enterprise, if in the mind of the advocate the real

and only adequate justification of the outlay was to be found, not in the thing constructed, but in some other unnamed thing, even more expensive, to which by this first step the city would be unwittingly but irrevocably committed.

In another letter I propose to take up the related question of the City Hall site, — a question not second in immediate interest and importance to the one above considered.

WILLIAM F. WARREN.

12 Somerset Street, Jan. 17, 1894.

## RAPID TRANSIT AND THE CITY HALL SITE.

(SECOND LETTER.)

*To the Editor of the Herald :*

SIR, — Last November, at the time his Honor, the Mayor, counselled the voters of Boston not to involve the city in the vast expense which a new City Hall on the square to the west of the new Court House would inevitably entail, and especially when, after the defeat of the alley route bill by the voters, his Honor, the Mayor, in a letter to the City Council, expressly advised that the project of a new City Hall be postponed for the present, and that attention should be given to other specified necessities of great expensiveness and far-reaching effect, most citizens supposed that the advocates of a new City Hall on a new site would, for some years at least, cease their agitation.

The loyal promptness with which the city government acceded to the Mayor's recommendation and took all necessary action to further the Tremont Street Subway enterprise was well adapted to confirm this anticipation. I regret to say, however, that, according to information that has reached me within three days, and that seems entirely trustworthy, I am compelled to believe that interested parties are already quietly at work endeavoring to enlist members of the city government and others in the support of the very scheme for whose postponement the Mayor has so recently asked.

If this is true, the citizens of Boston cannot too promptly proceed to a reconsideration of the whole question in the light of pertinent and unquestioned facts.

### PROPOSED SITE RECONSIDERED.

First, then, it should be clearly understood by all concerned that the proposed demolition of all structures on the land bounded by the State House grounds, Ashburton Place, Somerset and Beacon Streets would not produce a handsome open square for a City Hall or for any other purpose. The costly new Court House would not front upon it, for its front is on Pemberton Square. Even of its rear wall only a small part would be opposite the open space, while the mass of the building would be seen extending far down the hill toward Howard Street, shut in by the remaining buildings on Somerset Street. Furthermore, when

viewed from the distance of the State House, at the opposite end of the grounds, or from the height of the grading around the new hall, the already much criticised "squatty" appearance of the Court House rear would be rendered all the more conspicuous and the effect of the structure greatly impaired. Then the openness of the present State House square to Derne Street would spoil the effect of a new square starting on Beacon Street and stopping at Ashburton Place. It would suggest to every eye that the open space should extend to Allston Street, or rather to a line drawn from the northern limit of the State House grounds on Derne Street to the northern limit of the Court House property. All structures left standing on the land bounded by Ashburton Place, Bowdoin, Allston, and Somerset Streets would seem to be intruding upon and disfiguring the only proper square capable of bringing the east side aspect of the State House and the rear walls of the Court House into some kind of mutual relationship. Even were these intrusive buildings demolished, neither the State House nor the Court House would front upon the void so created, and the result could not fail to be thoroughly disappointing. The new square, with its awkward northward slope, would inevitably strike the beholder as simply the spacious back yard of the Suffolk Court House.

The enormous expense of a clearing on the scale here suggested will suffice to rule the project out of serious consideration. But to begin on the smaller scale is to necessitate in the end the adoption of the larger. Apart, therefore, from every consideration of other interests, it is plainly not for the city's interest to attempt the destruction of the buildings between Somerset Street and Mt. Vernon, whether the width of the clearing be to Ashburton Place or to Allston Street. The scheme in any form would be excessively costly, and the result could by no possibility be satisfactory to citizens of fair intelligence, unless, indeed, upon one further condition, which it will require a bold man to advocate; namely, the destruction of the Boston Athenæum building, the Tremont House, Park Street Church, the Congregational House, and all property on the land bounded by Park Street, Tremont Street, Pemberton Square, Somerset Street, and Beacon. Were this a part of the plan, an architect might consent to approve of the site. On this condition very likely a Roman, or even a Parisian, commission might accept it. But if this is what any advocates of the new hall mean, I think that before anything further is done practical-minded Boston citizens will want to know it.

#### THE EXPENSE RECONSIDERED.

I will call attention to but a single one of the many properties which the carrying out of this scheme would doom to destruction. The present is a good time to ask the public, and all official representatives of the public, to consider in a thoroughly businesslike way what it would mean to Boston University to be deprived of its central site, and what it would cost the city to make the reparation that it would certainly desire to make.



There is the more need of consideration on these points from the fact that the report of the committee of the Board of Aldermen, presented Oct. 30, made no discrimination between the property owned and occupied by the University and the property belonging to individual private citizens. In both cases the assessors' valuation was carried out against each piece of real estate reported upon, so that the hasty reader naturally received the impression that the sum of the valuations represented the total amount which the city would need to pay, should the land be taken for the public purpose announced.

As the figures opposite the University properties aggregated less than \$300,000, many readers doubtless received the impression that this sum would cover the expense of those properties to the city, should they be taken. To correct such hasty and injurious impressions, several important considerations should be weighed.

First, a metropolitan University, located in a city of many railroad termini should have its centre as near the centre of those termini as considerations of quiet and good neighborhood and helpful related institutions will permit. In this way only can its benefits be brought within the reach of the greatest numbers particularly in a metropolis girt about with populous suburbs in the manner in which Boston is. This centralness we now have. From every passenger station, with little loss of time and no expense, students can reach the University, and in due time return. The square on which we are located was wisely chosen. We have intended in time to occupy as nearly as possible the whole of it for university purposes, and to occupy it with halls and colleges as creditable and ornamental to the city as any that the city itself would care to erect for public offices. No other square in the whole city, with the sole exception of that occupied by the State House, and the one next beyond, would enable the University to serve the city and Commonwealth through all future generations as effectually and appropriately as this. To be dispossessed at this time would be a hardship wholly unlike that of which a private land owner might complain. A metropolitan University must devise plans so far-reaching that many succeeding generations can assist in their consummation. Above all things, there must be a solid public faith in its stability and permanence. If possible, it must have a home hallowed by the precious associations of its entire past. For this we have made provision. We have entered into partial possession. So far as was possible, we have planned an order of further acquisition. We have labored to produce, and to some extent have succeeded in producing, in the minds of wealthy friends and benefactors a sure confidence that the centre of the University is fixed, and for all time rightly fixed; that here they can proceed to erect their memorial halls and colleges and libraries, with a reasonable assurance that they will stand as long as the city shall endure. At this juncture, therefore, to be compelled to leave our wisely chosen site, to abandon our most fundamental and far-reaching plans, to see the confidence of our wealthy friends in the permanency of the University's titles and holdings suddenly undermined — this is a hardship to which no legal award can possibly be an equivalent.



For several years past the University has had each year under instruction more than one thousand students. They have been drawn annually from thirty or forty different States and Territories of the Union, and from more than twenty foreign countries. By means of endowed scholarships and similar funds, nearly three hundred earnest students, of the most diverse Christian confessions, have been annually helped to the blessings of an advanced education. To such beneficiaries the University is directly dispensing nearly thirty thousand dollars a year. So vital and wholesome and far-reaching a charity must not be crippled. Even the paying students, here as in other universities, receive far more than is covered by their fees. The benefits of the institution exist for the public—for Boston and its feeders—for persons of every class, color, and creed. In distant countries, in more than one locality, Boston is better known for its University than for any other of its noble possessions. Should ever the hard necessity be laid upon the city to uproot and transplant so beneficent an agency, it certainly would be its duty and its desire to leave the institution at least as favorably circumstanced as it found it. In the present case the accomplishment of this end would require not merely a site of equal quiet and centralness as our own, but also one affording equal possibilities of further acquisition along a single area, at rates not rendered impracticable by the appreciation of neighboring properties consequent upon the removal. It would also be essential that compensation should be made, not only for buildings and fixtures destroyed, but also for the derangement of work and duplication of expenses during all the years that would elapse from the day that outlays should begin at the new site till the day they should cease at the old. In the judgment of the undersigned—a judgment based upon long and careful consideration—a million dollars would be the least that the city ever ought to offer the University for its site, and less than the University ought ever to be compelled to accept.

#### THE TRUE SOLUTION.

Finally, whenever the fit time shall come, and Boston shall find herself prepared to invest a number of millions of dollars in a new and handsome hall, one worthy to stand for centuries as an embodiment of the city's taste, a symbol of its power, the centre of its official action, the architects will experience no difficulty in discovering the appropriate site. There is but one. It is not found in the back yard of any existing edifice. It is not hidden away in any shut-in locality. It fronts no ragged walls of brick and stone. Less costly than the square thus far considered, it immeasurably surpasses it in eligibility. It is the site just west of the State House, fronting upon the Common. Joy Street would bound it on the west, Mt. Vernon on the north. Here the City Hall of the coming centuries should stand. Duly adjusted in its architecture to the palace of the Commonwealth, each would enhance the beauty of the other. Their noble outlines would be visible from afar. Related in a faultless unity, they would impress the stranger as the fitting crown of an intellectual capital, an acropolis as

beautiful as fit. With the proposed rapid transit facilities of the adjacent State House Avenue, available by a broad passage from the bottom of the City Hall elevators, the new edifice would be found in close proximity to the circuit road, and accessible from every quarter. With such possibilities of improvement in full view, it is surely the duty of every citizen to acquaint himself with the projects of his representatives in the government of the municipality, and to qualify himself, as far as possible, to pass upon them an intelligent and loyal and controlling judgment. If this duty shall be faithfully performed, the defeated rapid transit bill of 1893 will remain defeated, and the City Hall scheme of 1893 will be perpetually postponed in favor of one wiser in location, less costly in execution, — one every way worthier of public support.

WILLIAM F. WARREN.

12 Somerset Street, Jan. 17, 1894.

#### THE BOSTON OF THE FUTURE.

Boston has as yet hardly more than emerged from its infancy and childhood. The vigor of its strongest life is still in the future. The steadiness of its growth is full of magnificent promise. With right intellectual and spiritual leadership, even the elements that sometimes seem threatening will only enrich and strengthen and diversify it. Plans should be laid with reference, not to immediate necessities, but to the needs and possibilities of far-off decades. The trade centre of the city cannot remain where it now is. The section occupied by homes of wealth has within the remembrance of living men shifted by the whole width of the city. Within thirty years from this date the social and industrial groupings of the community will be startlingly different. At this moment the Legislature has before it a bill that contemplates territorial changes vaster than any that the past has shown. The rôle of New England's metropolis in the industrial and moral and spiritual development of the nation and of mankind is not yet completed, and — please God — it shall not be completed so long as

“Twice a day the swelling sea  
Takes Boston in its arms.”

Few students of the history of older cities can resist the conviction that the great central level area of the Back Bay district is the predestined ultimate trade centre of the total metropolitan territory.

And few students of the changes of the last fifty years can believe it possible to put off the transfer for an equal period. The construction of the proposed State House Avenue, with a tunnel under Beacon Street, from Joy to Temple or Bowdoin, at the level of Derne, would probably at first delay, but after that accelerate, the inevitable transformation of the Back Bay district. For twenty or thirty years, possibly, it would give such new room for the expansion of those forms of business not necessarily connected with the wharves and banks and dry-goods houses that the others might manage to maintain themselves in substantially their present localities. The moment, however, this new relief so provided shall have exhausted itself, and to the pressure of the old congested district there shall come the pressure of an overcrowded new West End, no human power can avert the movement which will carry at least the ladies' shopping district into the Back Bay quarter. The composition of the forces can yield no other resultant. But this far-reaching transformation, instead of lessening the value of the State House Avenue, with its subway and circuit road connections, will only bring more fully to the light the indispensableness of precisely such a construction. The avenue will remain the one great thoroughfare from the new trade centre and the adjacent regions to all the northerly and northeasterly portions of Boston, and to all the communities reached by the northerly and northeasterly exits of the city. Accordingly its construction may be advocated, not only by those who would deprecate the surrender of the Back Bay district to trade purposes, but also by those who actively and heartily favor that surrender. The former may well advocate it as a sure way to postpone the thing they dread, and to postpone it to a time when the completion of the circuit road initiated by it shall give hope of permanently diverting business from a point so far outside the circuit as the centre of the Back Bay district. On the other hand, the men who live in full view of the "Greater Boston" of the twentieth century see beyond this first a second circuit road skirting the outer edge of the Back Bay district, and beyond this a third inside the encircling hills, each with well-adjusted radial and diagonal lines to fit and favor all

habitual movements of the population ; and these far-sighted men may well say, The first section of the first circuit, the projected State House Avenue subway, is the beginning and pledge of the total concentric system of the coming century ; let it be built, and built with that understanding. It is the one section of the total system that will pay from the beginning, and ever grow more and more indispensable.

“THE UNIVERSITY OF GREATER BOSTON.”

By whom this phrase was first used the present writer does not know. He first saw it as heading to an editorial on Boston University in one of the city dailies. The opening of the editorial was as follows : “This title is one that begins to be more and more natural. The recent statement of President Warren shows that the increase of students in the last ten years is more than three hundred per cent,<sup>1</sup> and this increase is not confined to the academic department, but runs through the School of Theology, the School of Medicine, and the School of Law. Everywhere the growth is unprecedented.” The article closed as follows : “Boston University has already become strong in its alumni, strong in the intellectual character of its professors, strong as the nursing-place of cultivated men and women, and it is reaching out in endowments and opportunities to be one of the first and most useful.”

These words were called forth by the annual report of last year. For such hearty appreciation on the part of the public press we are sincerely grateful. Every such expression is a fresh incentive to fidelity in our efforts to deserve them. But the title of honor here conferred upon the University is one of overwhelming significance. To be in any complete sense the University of the Boston that now is would justly require men and means that we have not yet been able to command. To sustain the like relation to the Greater Boston that is soon to be, the University will need benefactions by the million, and administrators possessed of rarest forecast and force.

But the Greater Boston of the editor's thought was not the Bos-

<sup>1</sup> It should be noted that this statement had reference to the College of Liberal Arts.

ton of the future, nor yet the territorial aggregate of the city and its cohering suburbs. It was rather that indeterminate but vastly wider realm from which year after year the student clientage comes flocking to this metropolis, hundreds upon hundreds, in eager search of that light and learning which it is the work of the University to impart. How vast this sphere of influence is may find some illustration in the fact that in coming to enter the institution, and for this purpose only, a student recently graduated made a journey of no less than thirteen thousand miles. For the like purpose, men are annually coming from almost every portion of this continent and from almost every other. The Greater Boston of the University's past and present sphere of attraction is already substantially co-extensive with the civilized world. To render the institution ever more and more equal to its cosmopolitan calling and opportunities should be the earnest and constant study of all who govern and of all who make up Lesser Boston.

#### THE UNIVERSITY CORPORATION.

At the December meeting of this body just one half of the fourteen original members of the Corporation remained in life, and all but two of them in uninterrupted service upon this Board. On the first day of the new year, — a holy day, — Dr. John Hanson Twombly, the first of the remaining seven, was called to cease from earthly cares and to enter into rest. The following is from the minute of respect adopted by the Board : —

During the twenty-three years that have elapsed since the establishment of the University his services have been many and great. Indeed, his services began before the Corporation was organized or ever chartered. He was one of the men who stood near to the original founders of the institution, and who by far-sighted vision and courageous counsel contributed toward its founding.

Dr. Twombly was a son of New Hampshire, born at Rochester, Stafford County, July nineteenth, in the year eighteen hundred and fourteen.

He learned the trade of the carpenter, but, feeling the call of God to the Christian ministry, he entered upon a course of study first at Newbury Seminary, then at Dartmouth College, then at Wesleyan University. Poverty made the struggle a severe one, but his strength of character was equal to the demand, and in the year 1843 he was honorably graduated. Of the seventeen that



made up his college class nearly all have closed or substantially completed the record of their lives. Of the whole number but one—if indeed it be true of him—has rendered a public service as varied and far-reaching in its effects as that of Dr. Twombly.

His first employment after graduation was that of a teacher in Wesleyan Academy at Wilbraham. Here he remained three years. The next twenty years were spent in important pastorates in the New England Conference, in all of which he showed himself a man that had understanding of his times. He was one of the incorporators of the New England Education Society, and for several years its efficient Secretary. In 1855 he was Chaplain of the Massachusetts House of Representatives. Two terms he served as a State-appointed overseer of Harvard College. From 1866 to 1870 he was Superintendent of Public Schools in Charlestown; from 1871 to 1873, President of the State University of Wisconsin.

Experiences such as these fitted him in an eminent degree for service in this Board. From the very beginning his counsels were prized. He was always in sympathy with breadth and depth and progress. He always had present courage, because he always had faith in the future. In his position as chairman of the Standing Committee on the College of Liberal Arts, and chairman of the Official Visitors of that department, he had duties requiring in many cases great tact and judgment. In all the years that he occupied these positions it would be hard to find an instance where his counsel or his action was mistaken. In years when most men seek retirement he kept in touch with the living generation, and was rewarded by enjoying a corresponding personal influence to his dying day. His memory will long be cherished as one of the fathers and formers of this University.

The vacancy created by the death of Dr. Twombly was filled by the election of Rev. Charles Parkhurst, editor of *Zion's Herald*.

At the annual meeting in January, Dr. William R. Clark desired to be relieved from further service as Secretary of the Board, and Dr. Brodbeck was chosen in his stead. Resolutions of respect and gratitude for past services were presented by the Board to Dr. Clark and entered upon the records. The other officers of the Board were re-elected, as were also the members of the outgoing class.

Miss Marion Talbot having accepted a deanship in the new University of Chicago, presented her resignation, which, with regret and special official acknowledgments, was accepted. The vacancy so created was filled by the election of Sara A. Emerson, A. B., Professor of Hebrew and Biblical Studies in Wellsley College, a graduate of the College of Liberal Arts in its first class.



One of the first, if not the very first of the tributes of public respect called forth by the death of Bishop Phillips Brooks was adopted at the same annual meeting. It was as follows : —

Bishop Phillips Brooks has this day been called to cease from earthly labors and to enter upon the joy of his Lord. In common with all good people in this city and Commonwealth, the Trustees of Boston University have lost a cherished friend and potent fellow-worker.

We recall with gratitude the services of past years; his catholic spirit; the wisdom of his public utterances; the inspiration of his life and character; the generosity with which he ever responded to invitations to serve the University and its students; the noble manliness with which he invested every duty and possibility of the Christian ministry. We deeply deplore the loss of so great and beneficent a force from our midst, we are baffled and pained by so inscrutable a dispensation of Providence. Nevertheless, in the midst of our bewilderment and grief, we will thank God so noble and beneficent a life has been lived among us, and that it is our privilege to cherish and hand down to others so precious a memory.

*Resolved*, That the foregoing minute be adopted, entered upon our records, and a copy furnished the press. Also a copy to the Secretary of the Massachusetts diocese of the Protestant Episcopal Church.

Later, on the 24th of January, at a pan-denominational memorial service in the Old South Meeting-House, the undersigned, by request, pronounced an address commemorative of Mr. Brooks's services to education in general. The discourse appeared in full in the *Evening Traveller* of Feb. 4. It has also just been republished in Dr. Hale's *Lend a Hand* magazine.

#### THE UNIVERSITY COUNCIL.

This body held its usual meetings. One question that came before it for the first time was that relating to the use of an academic costume by students at the graduating exercises on Commencement Day. Caps and gowns having been procured early in the year by the graduating class in the College of Liberal Arts, and by a large percentage of the graduating class in the School of Medicine, but by no others, it was deemed best, in the interest of uniformity, to require that any class not unanimously desirous of appearing in cap and gown should appear in ordinary dress, and that at the approaching Commencement all the speakers should, as heretofore, appear in ordinary dress.

Under the editorship of the council the twentieth volume of the University Year Book appeared in March. The Opening Day Address on "Collegiate Life" was included in the issue. One of the brief preliminary news notes contained a remarkable catalogue of openings of universities to women within a year.

#### THE UNIVERSITY SENATE.

No important change occurred in this body. Its membership was forty. Seventy-four other persons were associated with those in the work of instruction, making the whole number of teachers one hundred and fourteen.

#### THE UNIVERSITY CONVOCATION.

The Epsilon Chapter of the Convocation, representing the graduates of the College of Liberal Arts, manifested a most commendable spirit of loyalty and enterprise. Not only were its monthly meetings for literary, scientific, and social purposes well sustained, but plans were matured and gifts offered for the creation of a Chapter Fund for the increase of the College Library. The plans carefully considered at length took form and validity in the following agreement, to wit:—

Agreement made this ninth day of September, 1893, between the Trustees of Boston University, party of the first part, and Epsilon Chapter of the Convocation of Boston University, party of the second part, both parties being corporations duly organized under the laws of the Commonwealth of Massachusetts, and located in the city of Boston.

*Whereas*, The party of the second part has undertaken to raise a fund to be known as the Epsilon Library Fund, and whereas the party of the first part has signified its willingness to take charge of said fund:

*Now Therefore*, it is agreed that all moneys raised by the party of the second part for the said library fund shall be paid to the party of the first part for the uses and purposes hereinafter mentioned.

The party of the first part agrees to receive the said fund and keep the same well invested as a trust fund for the use and benefit of the library belonging to the College of Liberal Arts of Boston University. The party of the first part further agrees to pay annually to the "Committee on Epsilon Library Fund," hereafter provided for, a sum annually as interest on said sum equal to five per cent thereof, and also to pay to the said committee annually from the University

treasury an amount equal to the said five per cent, so long as the said library fund does not exceed ten thousand dollars (\$10,000). When the said library fund shall amount to the sum of ten thousand dollars (\$10,000) a new agreement may be entered into between the parties hereto in regard to the further increase of the fund or its use, but, in case no new agreement is entered into, the party of the first part shall continue to hold the principal and to apply its interest in the manner herein prescribed; moreover, so long as no new agreement is entered into the party of the first part shall guarantee that the available interest of the fund shall amount to at least five per cent annually.

The said Committee on Epsilon Library Fund shall consist of three persons, one of whom shall be chosen by the party of the first part from the said Trustees of Boston University, one of whom shall be chosen by the party of the second part from the members of the Epsilon Chapter, and the third shall be chosen by the two members so elected from the Faculty of the College of Liberal Arts, giving preference to that member of the Faculty, if any, who at the time is librarian of the said library. The parties hereto may elect their representatives to said committee at any annual, regular, or special meeting, and the two representatives, when so elected, shall, as soon as may be thereafter, elect a third member of the committee from the Faculty. The committee shall then meet and organize by the selection of a Chairman, Secretary, and Treasurer.

The books of the committee and its officers shall at all reasonable times be open to the inspection of the Trustees of Boston University and also to any member of the Epsilon Chapter. It shall be the duty of the committee to receive from the Trustees the payments hereinbefore provided for, and to expend the same in the purchase of books for the said library. The committee shall cause to be placed upon all books so purchased a suitable label indicating that they were purchased from the Epsilon Library Fund of Epsilon Chapter. But the said books, when so purchased and added to the said library, shall be the property of Boston University.

In testimony whereof, the parties hereto have caused this agreement to be signed by their President and Secretary hereto duly authorized, and their corporate seals to be hereto affixed this ninth day of September, 1893.

WITNESS:

Waldron H. Rand,  
to L. C. S., J. E. E.,  
and to W. C.

LUCY CORA SELEE, *President.*

JOSEPH A. EWART, *Secretary.*

THE TRUSTEES OF BOSTON UNIVERSITY  
by William Claflin, *President.*

This grateful evidence of interest and helpfulness was made the more emphatic by the prompt payment of \$600 to the Treasurer of the University as first-fruits of the effort. Each of the many gifts which made up this sum represented actual personal self-sacrifice, and often to a degree that causes us to regard the fund as one of a

peculiarly sacred character. The purpose contemplated by the donors is one of great importance, and well worthy of year-long efforts and sacrifices. Moreover, every dollar raised means two for the cause it serves.

The Alpha Chapter still holds on its way, doing much for the promotion of theological and other studies among its members. The papers that have been given to the public have been a credit to the University.

Many of the members of the Convocation were, during the year, called to professorships and other important positions. Some of these are noted below at the close of the report on the School of Theology.

#### THE COLLEGE OF LIBERAL ARTS.

The membership of this department was as follows: —

Graduate students	.	.	.	.	.	.	.	.	.	.	.	21
Senior class	.	.	.	.	.	.	.	.	.	.	.	53
Junior class	.	.	.	.	.	.	.	.	.	.	.	53
Sophomore class	.	.	.	.	.	.	.	.	.	.	.	64
Freshman class	.	.	.	.	.	.	.	.	.	.	.	60
Special students	.	.	.	.	.	.	.	.	.	.	.	46
Unclassified	.	.	.	.	.	.	.	.	.	.	.	20
Total,												<u>317</u>

The staff of instruction remained nearly the same as the previous year. One new chair, however, was established, — that of an Assistant Professor of Philosophy. William Marshall Warren, Doctor of Philosophy, an instructor in the College in the years 1887-90, was made its first incumbent. This reinforcement made it possible for Prof. Bowne to be relieved of the more elementary instruction in Psychology, Logic, and History of Philosophy, and to give more advanced courses for graduates and Seniors than had before been presented.

A new assistant in the department of English was Ernest Irving Antrim, A. M., who taught Rhetoric. Several special lecturers were also employed, and a course of lectures on "The Bible in the World's Education" was given by Bishop Henry W. Warren, of the University of Denver. This course has since been published in book form.

Nearly every one of the one hundred and fifty-eight courses of instruction announced in the Year Book was duly given. A few belonging to a cycle of three running through three years waited of course their turn. The annual report of the Dean shows the exact number and the composition of each class instructed, but the correspondence with the reports of the last two or three years past is so close that it seems unnecessary to print in this place every year so great a mass of details. The report is on file at the office of the Registrar, and can be consulted by any interested inquirer.

Columbus Day was very appropriately celebrated in the College under the auspices of the Historical Club. An assembly was held in Jacob Sleeper Hall. Songs of several of the nations most nearly related to the event celebrated were sung by a chorus of the students, and a scholarly address on Columbus and his achievement was delivered by Edward H. Porter, A. M., S. T. D., of Lexington. After this, on invitation of the School of Theology, the company proceeded to the hall of that school and spent a social hour in the handsome drawing-room, whose ceiling presents four costly frescos of scenes in the life of Columbus. It is a somewhat singular fact that the same building overlooks the only public grounds in New England upon which, prior to the Columbian year, any statue of the great discoverer had ever been erected.

The new spectroscope presented by Dr. Reuben Greene has been an important addition to the equipment of our Observatory, and has augmented the interest of students in physics and physical astronomy. In passing, it may be mentioned that the record of our students particularly interested in astronomy and astronomical calculations has been distinctly creditable. Several of them have become, almost immediately after graduation, prized assistants to eminent astronomers, and one, Prof. Solon I. Bailey, has charge of the important mountain station at Ariquepa in Peru, and of the astronomical work there supported by the Boyden Fund of the Harvard Observatory. Prof. Bailey has recently established a meteorological station at an elevation of 19,200 feet, on the summit of the volcano El Misti. Prof. Herbert A. Howe, Director of the University Observatory of Denver, is also a Doctor of Science of Boston University.



Inquiries are sometimes made touching the ratio of the sexes in this particular department of the University. Taking the four regular undergraduate classes as the best basis for statistical inferences from year to year, it is interesting to observe that in the year 1881-82 the number of the young men and that of the young women in the four classes were exactly equal. That was the ideal year. The oscillations of the ratio before and after that date are curious. If we work backward a half decade we reach the year 1876-77, which was the first that the College had its complement of four classes. And reckoning in this way backward from 1881-82, through the five years to the beginning, we find the percentage of the young men uniformly rising every year but one, and reaching a maximum of sixty-four and seven tenths. On the other hand, reckoning from 1881-82 forward through half a decade, we find the percentage of the young women rising every year until in 1886-87 it reached sixty-seven. At this point a counter movement set in, and in 1888-89 the percentage of young men had risen again to within a fraction of forty, that is, almost as high as in 1882-83, when it was forty-two. Last year it was one less than in 1886-87. Considering the novelty and irresistible strength of the contemporary social movement for the higher education of women, and the immense disparity of collegiate facilities for the two sexes in New England, the oscillations above described are neither strange nor ominous. They are far less marked than might reasonably have been anticipated.

The number of young men in the regular College classes last year was greater than in any previous year from the beginning until 1888-89. It was but ten less than the highest number ever registered, which was in the year 1890-91. It was twice the number in attendance in the same classes in 1882-83, and more than twice the number in 1883-84. Thus groundless is the prediction still heard in some quarters, that every co-educational college is destined to become a college for women only. The amusing absurdity of such a prediction is sufficiently evident to any one who will make up a list of the American colleges and universities which give instruction to both sexes, and which will, in due time, according to this pre-



diction, be in the exclusive and undisturbed possession of women. The list embraces not only the immense majority of these institutions, but also, all of first rank, such as Harvard, Yale, Columbia, the Johns Hopkins, Cornell, Vanderbilt, the Northwestern, the University of Michigan, the University of Pennsylvania, the Leland Stanford, and the new University of Chicago. To the makers and retailers of this gynephobic forecast how gloomy must be the outlook in Scotland, and in those other European countries in which every university is now irrevocably co-educational !

#### THE COLLEGE OF AGRICULTURE.

The rapid yet solid growth of this department is a source of just pride to every loyal citizen of Massachusetts. One hundred and thirty-six of the towns of the Commonwealth are now represented by students in the college. Large additions having been made to the teaching force and to the equipment, it became practicable, last year for the first time, to present elective studies in the Senior year. New barns and other needed improvements were provided for through liberal appropriations by the Legislature. In the Experiment Stations a great amount of original work was accomplished and the results given to the scientific world. Most of these results were of such a character as to be of equal interest and importance to the world of practical agriculturists.

The thirty-first Annual Report of the institution has just been issued, and will be found full of evidences of prosperity. It is hoped that every Trustee of the University will read it with care.

The following terse summary of the year is from the pen of President Goodell.

##### *I. Condition and Progress of the Institution.*

The Massachusetts Agricultural College has never been in a more prosperous condition than during the year ending June 30, 1893. There was a total attendance of 193, with increasing numbers of resident graduates. Large additions have been made to the library and to the equipment in all departments, particularly in those of agriculture, botany, zoölogy, chemistry, and electricity. Five new instructors, assistants in the chairs of agriculture, mathematics, botany, English, and chemistry, have been added to the Faculty, and the general course of study has been greatly modified. The studies of the Senior year have been made elective,

with choice of courses in electricity, forestry, cryptogamic botany, German, chemistry, entomology, mathematics, veterinary and social science. A short course of two years has been established, and a graduate course leading to the degree of Master of Science.

## II. *Receipts for and during the Year ended June 30, 1893.*

1. State aid: (a) Income from endowment . . . . .	\$3,808 62
(b) Appropriation for current expenses . . . . .	10,000 00
(c) Appropriations for building or other special purposes . . . . .	8,000 60
2. Federal aid: (a) Income from land grant, act of July 2, 1862 . . . . .	7,333 95
(b) For experiment stations, act of March 2, 1887, . . . . .	10,000 00
(c) Additional endowment, act of August 30, 1890, . . . . .	12,000 00
3. Fees and all other sources . . . . .	750 00
Total receipts . . . . .	\$51,892 57

## III. *Expenditures for and during the Year ended June 30, 1893.*

1. College of agriculture and mechanic arts . . . . .	\$41,892 57
2. Experiment station . . . . .	10,000 00
Total expenditures . . . . .	\$51,892 57

## IV. *Property and Equipment, Year ended June 30, 1893.*

### Agricultural department—

Value of buildings . . . . .	\$200,540 00
Of other equipment . . . . .	54,211 73
Total number of acres . . . . .	384
Acres under cultivation . . . . .	244
Acres used for experiments . . . . .	58
Value of farm lands . . . . .	\$40,025 00

## V. *Faculty during the Year ended June 30, 1893.*

	Male.	Female.
1. College of Agriculture and Mechanic Arts: Collegiate and special classes . . . . .	12	—
2. Number of staff of Experiment Station . . . . .	9	3
Total, counting none twice . . . . .	21	3

## VI. *Students during the Year ended June 30, 1893.*

	Male.	Female.
1. College of Agriculture and Mechanic Arts: Collegiate and special classes . . . . .	173	1
2. Graduate courses . . . . .	19	—
Total, counting none twice . . . . .	192	1

VII. *Library, Year ended June 30, 1893.*

1. Number of bound volumes, June 30, 1892 . . . . .	11,640
2. Bound volumes added during year ended June 30, 1893 . . . . .	2,400
Total bound volumes . . . . .	14,040

## THE SCHOOL OF THEOLOGY.

In the absence of Prof. Buell, who by permission of the Trustees enjoyed a year's furlough for study in England and on the Continent, Prof. Sheldon discharged the duties of the Deanship; Rev. Daniel Steele, S. T. D., gave instruction in the chair of New Testament Greek and Exegesis; and Prof. Curtis served as Resident Professor at the Hall in Mount Vernon Street. At the close of the year Prof. Townsend, having accepted service as pastor of the Mount Vernon Place Church, Baltimore, Md., resigned as Harris Professor of Practical Theology. In attestation of their high appreciation of his character and of the services rendered by him during six and twenty fruitful years, the Trustees constituted him Professor Emeritus.

The following were the courses of instruction:—

Encyclopædia.—Dr. Curtis met the Junior class twice a week during the fall term, and conducted recitations from Crooks and Hurst's Encyclopædia and Methodology, supplementing the same by lectures.

Introduction to Systematic Theology.—During the winter and spring terms Dr. Curtis lectured twice a week before the Junior class.

Introduction to Practical Theology.—Dr. Townsend lectured once a week before the Junior class throughout the year.

Missions.—Rev. James Mudge, S. T. D., gave fifteen lectures to the Junior class on Christian Missions.

The Old Testament.—Prof. Mitchell met the Junior class five times a week during the fall term, and four times a week during the remainder of the year; the Middle and Senior classes each twice a week for the whole year.

The work in this department was varied little from the course in past years. In the Junior class it was found advisable to substitute for readings in Genesis selections from some of the later historical books, and to confine the attention of the student to purely linguistic work. The result was that considerably more than the usual amount was read by the class.

The Middle class read a part of Genesis and some of the Psalms, besides discussing the Pentateuchal question with more than usual thoroughness.

The Seniors read Amos and a great part of Isaiah, giving special attention to the latter half of the latter book, and discussing the problems which it suggests.

At the close of the year instead of the usual examinations of the Middle and Senior classes, students read before the Visiting Committee select essays on questions relating to the work done. The students were thus relieved of any anxiety concerning the closing examinations, and enabled to present something of real interest to their examiners. The change was commended by the Committee.

The New Testament.—Dr. Steele met the Junior class three times a week; the Middle and Senior classes each twice a week.

The Junior class read the Gospel of Mark and Acts ix.—xxi. in Greek, and were examined on Stalker's Life of Christ.

The Middle class studied the exegesis of the following Pauline epistles: 1 and 2 Thessalonians, Colossians, Philemon, Ephesians, and Philippians.

The Senior class studied the exegesis of the Epistles to the Galatians and Romans i.-ix.

Historical Theology.—Dr. Sheldon met the Junior class three times, the Middle class three times, and the Senior class twice a week throughout the year.

Church History A. D. 30 to A. D. 1517.—The Junior class were given lectures and text-book instruction. Essays on related topics were presented by members of the class.

Church History A. D. 1517 to the present.—The Senior class received instruction by text-book and lectures, and prepared essays on important phases of modern church history.

History of Doctrine.—Text-book instructions on the period from the apostolic age to the present was supplemented by lectures and by essays on recent theological works from members of the class.

Didactic Theology.—Prof. Curtis lectured before the Middle class, and conducted discussions three times a week throughout the year.

Practical Theology.—Prof. Townsend met the Middle and Senior classes each three times a week throughout the year.

Homiletics.—Instruction was given to the Middle class by lectures and by the criticism of plans of sermons presented by members of the class.

Pastoral Theology.—Lectures were given covering the main topics of Pastoral care.

Public Speaking.—Prof. Kirby gave instruction to the Middle and Senior classes eight hours a week. For a part of the week the classes were divided into small sections.

Comparative Theology.—President Warren lectured two hours a week on Introduction to the History of Religions, Comparative Theology, and the Philosophy of Religion. For the first time an extended printed syllabus was placed in the hands of the class, and in consequence of the saving of time thus effected more individual work than ever before was secured from the class. The topics especially investigated and written upon by the students were taken from every division of the broad field.

In addition to the instruction given in the theological curriculum, twenty



It is proper to add that the attendance for the current year is still greater.

The wide range of influence proceeding from the School is suggested by the following statement concerning the States and countries from which the students in attendance came : —

Maine . . . . .	7	
New Hampshire . . . . .	8	
Massachusetts . . . . .	29	
Connecticut . . . . .	2	
<hr/>		
New England States . . . . .		46
New York . . . . .	4	
Pennsylvania . . . . .	7	
Delaware . . . . .	1	
Maryland . . . . .	3	
<hr/>		
Middle States . . . . .		15
Ohio . . . . .	23	
Indiana . . . . .	4	
Illinois . . . . .	4	
Michigan . . . . .	4	
Wisconsin . . . . .	4	
Minnesota . . . . .	1	
Iowa . . . . .	11	
Nebraska . . . . .	4	
Kansas . . . . .	3	
Missouri . . . . .	1	
Colorado . . . . .	1	
California . . . . .	6	
<hr/>		
Western States . . . . .		66
Virginia . . . . .	1	
Southern States . . . . .		1
Foreign Countries . . . . .		9
<hr/>		
		137

Twenty-seven were graduated in June. Of the members of the graduating class, three are continuing their studies, and one has entered foreign missionary service. The remaining twenty-four are now engaged in pastoral or city mission work, ten of these in New England, and the remaining fourteen in the Middle and Western States.



From the Board of Education of the Methodist Episcopal Church, forty-nine (49) students received loans aggregating \$3,173; from the New England Education Society two students received loans amounting to \$60; from the Alumni Mutual Fund, twenty-five students received (Dec. 1, 1892, to Dec. 1, 1893) forty loans (most of these being temporary emergency loans), aggregating \$690. Total amount of loans, \$3,923.

Worthy of mention are the following honors to graduates of the school:—

Rev. R. T. Stevenson, S. T. B., of the class of '77, was called to the chair of History at the Ohio Wesleyan University.

Rev. S. A. Lough, a former student in the School of Theology, was elected to the chair of Latin in Baker University.

Rev. W. F. Steele, Ph. D., of the class of '74, and Rev. J. R. Van Pelt, S. T. B., of the class of '87, after periods of study in German universities, have recently taken the chairs of Exegesis and Church History at the Iliff School of Theology, University of Denver.

Rev. T. G. Duvall, S. T. B., Ph. D., of the class of '89, has become regular Professor of Philosophy in DePauw University.

Rev. J. W. E. Bowen, Ph. D., of the class of '85, has entered upon his duties as Professor of Historical Theology in Gammon Theological Seminary, Atlanta, Ga.

Rev. G. H. Trever, S. T. B., Ph. D., Jacob Sleeper Fellow, spent the year in graduate studies at Oxford and Berlin universities.

#### THE SCHOOL OF LAW.

The growth of this department continues. The totals of the last years are as follows:—

1890-91 . . . . .	193
1891-92 . . . . .	210
1892-93 . . . . .	219
1893-94 (incomplete) . . . . .	255

As there has been no reduction of the requirements for admission, or of fees, this increase is a remarkable evidence of public confidence and appreciation.

TABLE SHOWING LECTURES AND RECITATIONS FOR SCHOOL YEAR OF 1892-93.

LECTURERS.	SUBJECTS.	Number of Lectures.	Class to which delivered.	Average Attendance.	Instructors.	Number of Recitations.	Average Attendance.
The Dean.	Contracts.	61	Junior.	83	Assistant Dean.	45	61
" "	Partnership.	10	Middle.	60			R
" "	Wills.	7	Senior.	43			R
Prof. C. T. Russell.	Admiralty and Shipping.	9	"	10			R
" " "	Evidence.	36	"	25	J. R. Smith.	46	36
" " "	Pleading.	25	"	32	Prof. Homer Albus.	31	41
H. C. Merwin, Esq.	Juris. and Practice of U. S. Courts.	21	"	36	" " "		R
Prof. M. M. Bigelow.	Bills and Notes.	34	Middle.	56			R
" " "	Torts.	54	Junior.	76	Assistant Dean.	38	57
Prof. Frank Goodwin.	Real Property.	82	Middle.	47	J. M. Lord.	61	62
" " "	Easements.	8	Senior.	21		74	44
James Schouler, Esq.	Bailments.	21	Middle.	59			E
" " "	Domestic Relations.	8	Whole Sch.	57			E
J. H. Denton, Jr., Esq.	Law of Corporations and Railroads.	20	Senior.	41			E
C. F. Jenney, Esq.	Mass. Practice.	16	"	27			E
The Assistant Dean, Esq.	Agency.	16	Junior.	71			R
G. R. Swazey, Esq.	Sales.	31	"	79	Assistant Dean.	6	35
H. A. Wyman, Esq.	Criminal Law.	26	"	71	" "	5	27
Prof. A. H. Wellman.	Equity Jurisprudence.	53	Senior.	37	G. W. Anderson.	52	37
" " "	Equity Pleading.	5	"	13			R
Frank Parsons, Esq.	Insurance.	20	Middle.	50			R
C. S. Rackeman, Esq.	Mass. Conveyancing.	11	"	48			E
C. H. Tyler, Esq.	Landlord and Tenant.	15	"	58			R
G. H. Full, Esq.	Development of Law.	25	Junior.	13			E
16 Lecturers.	24 Subjects.	614			5 Instructors.	358	17 Required. 7 Elective.

The table on page 36 shows the hours of instruction given in 1892-93. The number was larger than ever before. A new course on Easements was given by Prof. Goodwin during the year; and Charles S. Rackemann, Esq., of Boston, was added to the staff of lecturers. His subject, Conveyancing, is one in which instruction had not been given for several years.

In order still further to increase the interest in the Moot Court, and to make it of greater benefit to the students, several members of the bar, not otherwise connected with the School, were invited to sit as Chief Justices at various sessions of the court. This practice served to give novelty to the proceedings, and also afforded members of the bar in active practice better opportunity to meet the students of the School. The criticisms and suggestions of these gentlemen are valuable. Among those who sat as Chief Justices were: W. B. French, Esq.; G. L. Huntress, Esq.; Hon. Harvey N. Shepard, former Assistant Attorney-General of the Commonwealth; Hon. Charles Almy, Judge of the First Middlesex District Court; Samuel J. Elder, Esq.; George F. Tucker, Esq., the present Reporter of Decisions of the Supreme Judicial Court; Hon. Charles T. Gallagher; Clifford Brigham, Esq.; H. E. Bolles, Esq.; and William V. Kellen, Esq., a former Reporter of Decisions.

Several of these gentlemen very kindly returned to the School, for the use of the library, the compensation paid them.

During the year Hon. Charles T. Gallagher presented to the School a portrait of Daniel Webster, and also a fac-simile of the Declaration of Independence; Samuel J. Elder, Esq., presented a portrait of Chief Justice Taney; and H. Eugene Bolles, Esq., presented a portrait of Chief Justice Marshall. To all these our cordial thanks are due.

#### THE SCHOOL OF MEDICINE.

The following is a summary of students that were in attendance: —

	Men.	Women.	Total.
Postgraduate . . . .	2	0	2
Senior . . . . .	20	21	41
Third year . . . . .	8	7	15
Second year . . . . .	31	15	46
First year . . . . .	26	19	45
Special . . . . .	2	2	4
	<hr/> 89	<hr/> 64	<hr/> 153

The total was larger the previous year, — 153 as against 133 in 1891-92, 112 in 1890-91, and 96 in 1889-90. Undoubtedly much of this increase is due to the attractions of the new and convenient buildings which have been erected within the last three years at such large expense. This is the first full year in which the new college building has been occupied. With its furnishings, aside from apparatus, it has cost upwards of seventy thousand dollars. Of this sum forty thousand dollars were given by the Trustees; twenty-five thousand, interest on which is assumed by the Faculty, was raised by mortgage on the building; and about six thousand has been paid by the Faculty from sums contributed by themselves and their friends and from the income of the school. The greatly enlarged Hospital and Dispensary also add much to the teaching facilities. These three closely related institutions — viz., the College, the Hospital, and the Dispensary — have raised within the last twenty years for their erection and support nearly one million dollars.

By its well-devised and extensive laboratories the new school building has furnished opportunities for that practical work which is of the greatest importance to the medical student. The anatomical department, which furnishes a foundation for all subsequent studies, has been greatly increased, and there are few schools, if any, in this country where the work is more thoroughly carried on.

The arrangement of light in the Microscopical Laboratory is unsurpassed, and fifty or sixty students can pursue their studies easily at the same time. The school has twenty-five first-class working microscopes and should have as many more. The greatest advances of modern times in medical study have been through the use of the microscope, and the students have here in the four-years course admirable opportunities for becoming proficient in this work.

Equally extensive and well arranged is the Physiological Laboratory. Apparatus valued at hundreds of dollars has been secured by a generous friend, Prof. John A. Rockwell. Much is yet required to complete the equipment of this department, but we have reason to hope for rapid advancement.

The Pathological Laboratory needs additional funds. Within the last few years, by investigations in pathology and its associate

branches, many of the crude and vague notions of the past in regard to various forms of disease have been entirely changed. The cause, the prevention, and the cure of disease have come to be better understood through the progress of the science of bacteriology. It must be the aim of this school to keep abreast with all advances of science in this direction.

The Library has been thoroughly rearranged and classified and is accessible daily to the students. Some two hundred reference books, with a large number of the newest text-books and journals, are placed in the reading-room, which is kept open at all times. At least a thousand additional volumes of works not easily accessible to the student are needed.

This school has had a longer experience than any other in this country in providing for students a systematic four-years course of medical study. Each year furnishes additional evidence of the absolute necessity of this amount of time even for those best fitted to begin the work. Indeed, the question has been carefully discussed by the Faculty during the past year as to whether another or preparatory year should not be added for those who are not graduates in arts or science, and are not well fitted to commence medical study. Should such a preparatory year be adopted, it would be but one more among the many advance steps with which this school has led the way in medical education.

The Faculty consists of forty-three physicians, besides a large number virtually connected with the school through the hospital and dispensary. Of these, twenty-six have spent considerable time in the hospitals, medical schools, and laboratories of Europe in addition to their studies in this country. To their unselfish devotion more than to all other causes, the school is indebted for its successful history. It is greatly to be hoped that an appreciative public will soon provide such endowments as shall lighten the load that now rests upon too small a company.

#### THE SCHOOL OF ALL SCIENCES.

The number of fully matriculated Bachelors of Arts in this graduate department was 128. Eight of them were Masters of Arts, and

19 Bachelors of Sacred Theology. Besides these there were 21 Bachelors of Arts in attendance, but taking only preliminary work. The total, therefore, was 149.

Of the matriculated students 91 were men, 37 women. Of the non-matriculated all were men. New matriculates during the year, 22.

In June three were admitted to the degree of Doctor of Philosophy; four to the degree of Master of Arts.

Closing here this brief survey of the several departments, it remains to note the totals registered and promoted during the year.

#### UNIVERSITY REGISTRATIONS.

The whole number of students in all departments was one thousand and seventy-five. Their classification is presented in the following table:—

	Men.	Women.	Total.
College of Liberal Arts . . . .	115	202	317
College of Agriculture . . . .	154	1	155
School of Theology . . . .	134	3	137
School of Law . . . .	213	6	219
School of Medicine . . . .	91	63	154
School of All Sciences . . . .	85	39	124
Sum by departments . . . .			1,106
Counted twice . . . .			31
Total . . . .			1,075

The totals since 1880 show a very gratifying advance. They stand as follows:—

In 1880-81 . . . . .	507
In 1881-82 . . . . .	555
In 1882-83 . . . . .	602
In 1883-84 . . . . .	614
In 1884-85 . . . . .	620
In 1885-86 . . . . .	710
In 1886-87 . . . . .	769
In 1887-88 . . . . .	775
In 1888-89 . . . . .	875
In 1889-90 . . . . .	928
In 1890-91 . . . . .	1,020
In 1891-92 . . . . .	1,069
In 1892-93 . . . . .	1 075



Inasmuch as in the whole history of education this University was the first ever organized from the outset and throughout on a basis of perfect quality for men and women, it is of interest to compare the proportion of each from year to year. Glancing back to the first Year Book summary according to sex, we find the relative numbers as follows :—

Year.	Young Women.	Young Men.
1874-75 . . . . .	102	376
1875-76 . . . . .	144	483
1876-77 . . . . .	163	502
1877-78 . . . . .	171	495
1878-79 . . . . .	174	458
1879-80 . . . . .	113	397
1880-81 . . . . .	101	404
1881-82 . . . . .	117	428
1882-83 . . . . .	132	464
1883-84 . . . . .	155	455
1884-85 . . . . .	164	456
1885-86 . . . . .	160	550
1886-87 . . . . .	179	590
1887-88 . . . . .	195	580
1888-89 . . . . .	250	625
1889-90 . . . . .	256	672
1890-91 . . . . .	290	730
1891-92 . . . . .	312	757
1892-93 . . . . .	306	769
Totals . . . . .	3,484	10,191

Of the total attendance the first year named, the young women constituted twenty-one per cent. At present they constitute twenty-eight per cent.

#### UNIVERSITY PROMOTIONS.

At the annual Commencement in June last, two hundred were promoted to membership in the University Convocation, to wit :—

With the Degree of	Men.	Women.	Total.
Bachelor of Arts . . . . .	17	23	40
Bachelor of Philosophy . . . . .	6	10	16
Bachelor of Science . . . . .	21		21
Bachelor of Theology . . . . .	22		22
Bachelor of Laws . . . . .	46	1	47
Doctor of Medicine . . . . .	22	19	41
Master of Arts . . . . .		3	3
Doctor of Philosophy . . . . .	3	1	4
With Diploma Certificates:			
In School of Theology . . . . .	5		5
Bachelor of Music . . . . .	1		1
Totals . . . . .	143	57	200

This was one more than was graduated the preceding year.

## FINANCES.

The annual report of the Treasurer shows that at the close of the fiscal year, Aug. 31, 1893, the assets of the University were as follows : —

Real estate above incumbrance . . . . .	\$1,404,087.26
Stocks, bonds, notes receivable, etc. . . . .	68,627.13
Sundries . . . . .	<u>52,975.71</u>
Total . . . . .	\$1,638,709.10

The liabilities at the same date were \$86,264.75, leaving the excess of assets over liabilities \$1,552,444.35.

## URGENT NEEDS.

Whatever lives and grows, has living and growing needs. Fortunately, the growth of the University implies a growth in public favor, and, presumably, an increase in the number of those who are both able and willing to minister to its wants.

The Trustees have just invested large sums for buildings and other accommodations rendered necessary by the almost unmanageable growth of the College of Liberal Arts, the School of Law, and the School of Medicine. Any gifts to aid in meeting these outlays will be extremely welcome.

Plans have been drawn for a much-needed enlargement of the hall of the School of Theology, but until new and large gifts are received this improvement must remain unaccomplished.

A suitable gymnasium is fast becoming a necessity. All existing provisions are certainly inadequate.

Five hundred dollars would enable the head of the mathematical instruction to make some very desirable additions to the instruments used in that department.

The first of the three founders of Boston University was the first Bostonian that ever left for public uses a gift exceeding one million dollars. Since that time he has had no successor. Twenty years and more have passed since that beneficent bequest was determined upon, recorded and witnessed in the will and testament of which it was a part. Is it not time for Boston to produce a second million-

naire benefactor? The number of persons able to devote a million dollars to public uses has probably quadrupled at the very least, since Isaac Rich initiated the princely line. Why may we not expect an early successor?

It is not necessary to ask what Boston University could do with a million dollars. All who know its needs and opportunities know that it could at once use every dollar of it as economically and usefully as it has used the funds hitherto intrusted to it. Its School of All Sciences alone needs a million as soon as it can possibly be furnished. The same is true of its College of Liberal Arts. Its professional schools would still be imperfectly endowed were the million divided among them. To equip the institution with a Library equal to those of the leading universities of the world would require much more than a million of dollars. To enable the University to do what it ought to do and desires to do in the interest of the higher education of women would require the addition of at least a million to its endowments. If any public-spirited individual desires to leave a million for the founding and endowment of a distinct new College, it can better be done in connection with the University than it could be in isolation. In fine, there is almost no end to the useful forms of investment which could be suggested, — forms that would certainly redound to the advantage of coming generations, and to the influence and fame of our goodly city. Such opportunities should powerfully influence all men and women providentially called to make testamentary disposition of the great fortunes of their generation.

Smaller benefactions are capable of accomplishing great good. For example, gifts and bequests may be made effective for the promotion of Christian education in this institution in any of the following modes : —

1. The annual gift of one hundred dollars will secure free tuition to some eager and worthy collegiate student, who otherwise would not be able to undertake the acquisition of a liberal education. The same sum suffices to pay the board of a student for one school year in our School of Theology. Many who now through poverty cannot come would do so, if furnished this small amount of assist-

ance. Moreover, in later years, they would in many cases return such gifts for the help of others, and so renew and perpetuate the beneficence indefinitely.

2. Permanently endowed scholarships accomplish the same ends for all time. We have a number, but need more in every department. Under our statutes these scholarships are of three classes, called the first class, second class, or third class, according as their endowment is three thousand, two thousand, or one thousand dollars. One such scholarship in the College of Liberal Arts educates one student every four years, twenty-five every century, and through these many thousand more.

3. The latest results in scientific, historic, and other investigation cannot be known without access to the latest books and periodicals. That each of our departmental Libraries should be annually replenished is therefore an indispensable necessity. For this purpose, in each department, we need several hundred dollars every year, or endowments yielding that amount.

4. A Fellowship or a Lectureship in any department may be permanently endowed by the gift of \$10,000. The donor's name will be given thereto, or that of any cherished friend whom the donor may wish to keep in lasting remembrance. For the training and utilizing of the highest scholars, Fellowships are of incalculable importance. As yet, we have but two. Who will found another, and another?

5. The powers of one of the most gifted and best educated of men may be perpetually employed in teaching, on the donor's behalf and in his name, the best things pertaining to the life which now is, and to that which is to come, for the interest of \$40,000 invested in a permanently endowed professorship. This creation may also bear the name of the donor, or that which may be dearer to him than his own. Many such professorships are yet needed in each of our various departments.

6. The University needs additional buildings for University purposes. In some of the present ones the overcrowding is inconsistent with comfort and best results in teaching. Half a million dollars expended at once in this direction would give no more than


the most necessary additional accommodation. Still, each \$50,000 for new halls, or for the enlargement of old ones, will bring at one point or another great relief.

TWENTY-FIFTH CHARTER DAY.

On the twenty-sixth day of May next, just a quarter of a century will have elapsed since Boston University was chartered by the Commonwealth of Massachusetts. In common with the city with which it is identified, the University has at times experienced great losses and disappointments, but also great victories. On the whole its history thus far certainly calls for devout gratitude. May the thanksgiving of its friends become substantial thank-offerings. And may every like period of its future history be signalized by an equal prosperity.

WILLIAM F. WARREN.

BOSTON, Jan. 22, 1894.

 The pamphlet entitled "*Origin and Progress of Boston University*" will be sent cost free to any applicant.





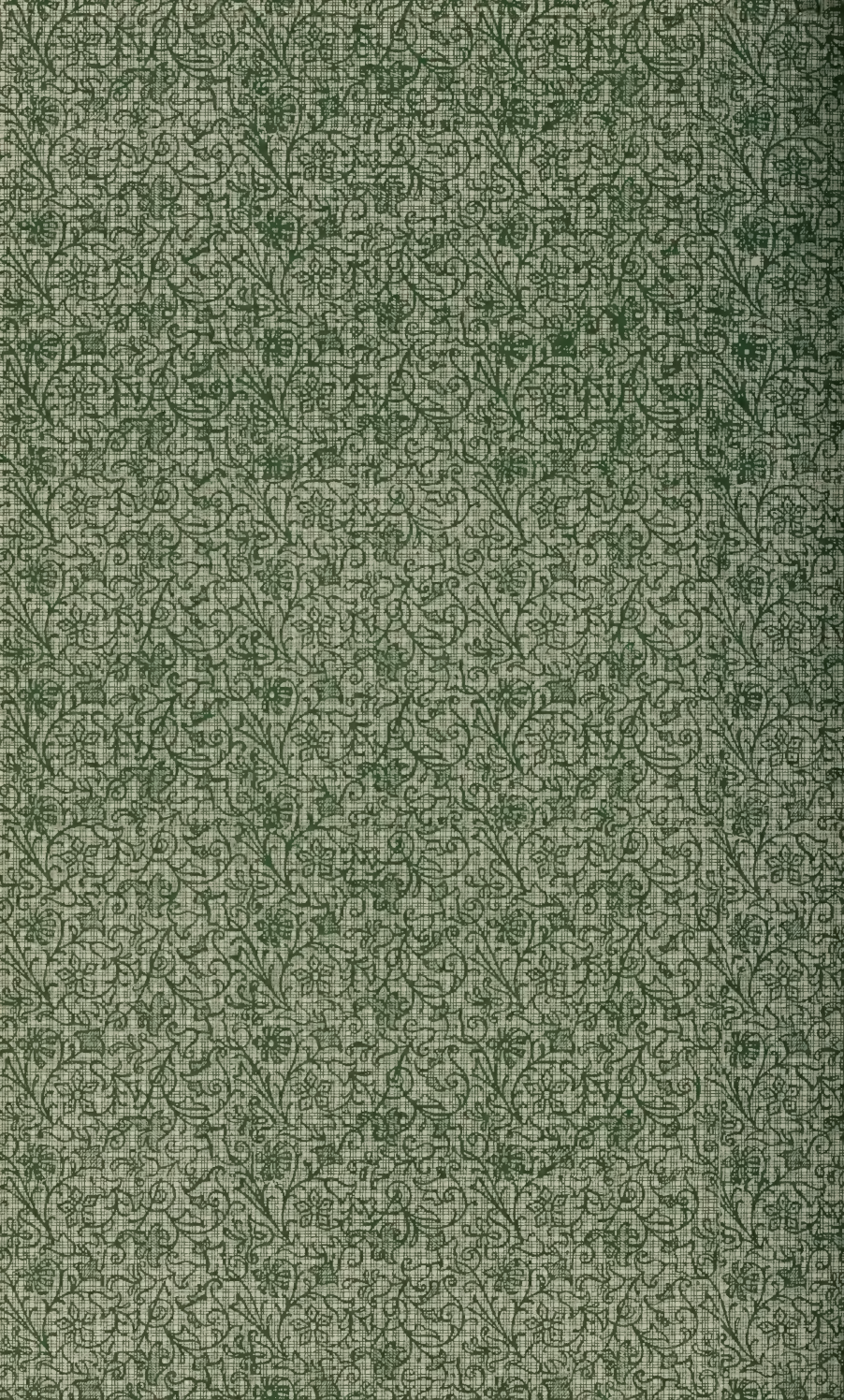




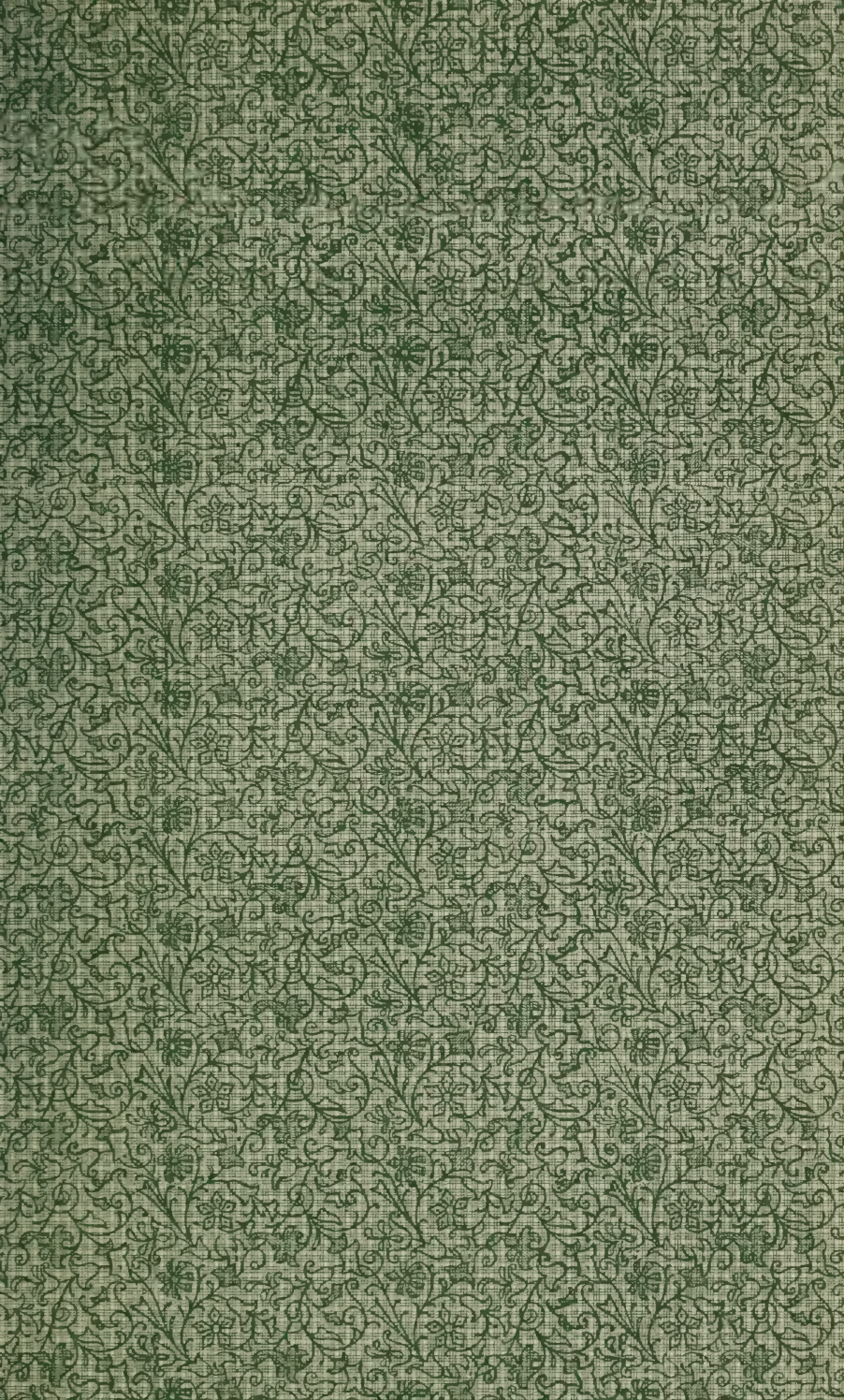












UNIVERSITY OF ILLINOIS-URBANA



3 0112 110834915